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ABSTRACT

Written in a simple question/answer format, this manual is designed to assist educators in locating information on how to develop and implement a career education program in a rural area. Chapter I gives a historical overview of the career education program in the Kentucky Valley Educational Cooperative area. Chapter II details the various approaches taken in the career education program. Approaches to developing and implementing career awareness activities are discussed in chapter III. Chapter IV deals with the development and implementation of the exploration phase, and chapter V centers upon the preparation phase of career education. A bibliography is included and lists several sources which provide free materials on career education. (BM)

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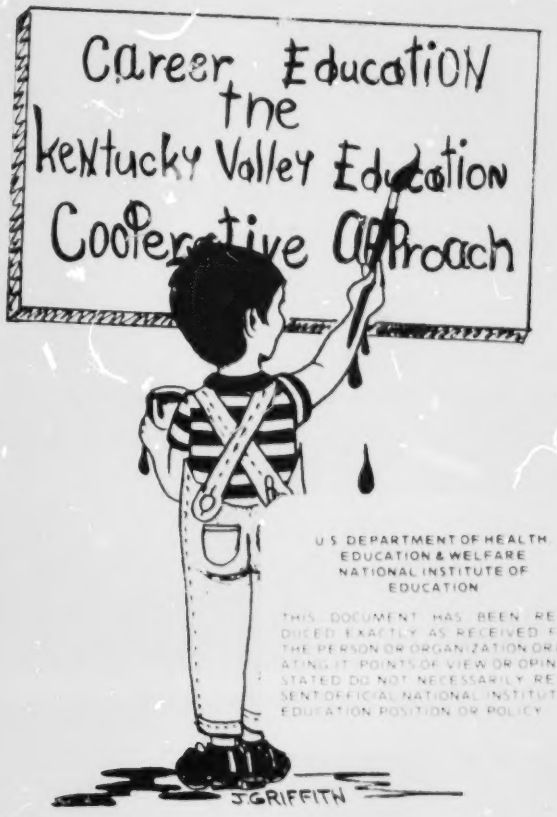

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A Generic Definition of Career Education
by
Dr. Kenneth B. Hoyt
Associate Commissioner
Career Education
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"In a generic sense, the definition of Career Education must obviously be derived from the definition of Career and Education. "Career" is the totality of work one does in his/her lifetime. "Education" is the totality of experience through which one learns. Based on these two (2) definitions, "Career Education" is defined as follows: "Career Education" is the totality of experience through which one learns about and prepares to engage in work as part of his/her way of living."

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THIS MANUAL CONTAINS:

an *Acknowledgment* on page 1

a *Preface* on page 3

a chapter entitled, *Career Education in the Kentucky Valley Educational Cooperative* on page 4

a chapter entitled, *Developing and Implementing Career Education in the Kentucky Valley Educational Cooperative Area* on page 29

a chapter entitled, *The Awareness Phase* on page 47

a chapter entitled, *The Exploration Phase* on page 71

a chapter entitled, *The Preparation Phase* on page 101

some *Concluding Thoughts* on page 120

a select *Bibliography* on page 121

PREFACE

During the past six years, numerous materials dealing with career education have been published; however, a careful perusal of this material reveals that seldom can one locate information on how to develop and implement a career education program in a rural area or especially in rural Appalachia.

This manual attempts to provide an answer to the above problem. The career education program in the Kentucky Valley Educational Cooperative area has been in operation for four years and has faced many problems in development and implementation. Many of these problems will be discussed in this document, as well as possibilities for career education in rural Appalachia.

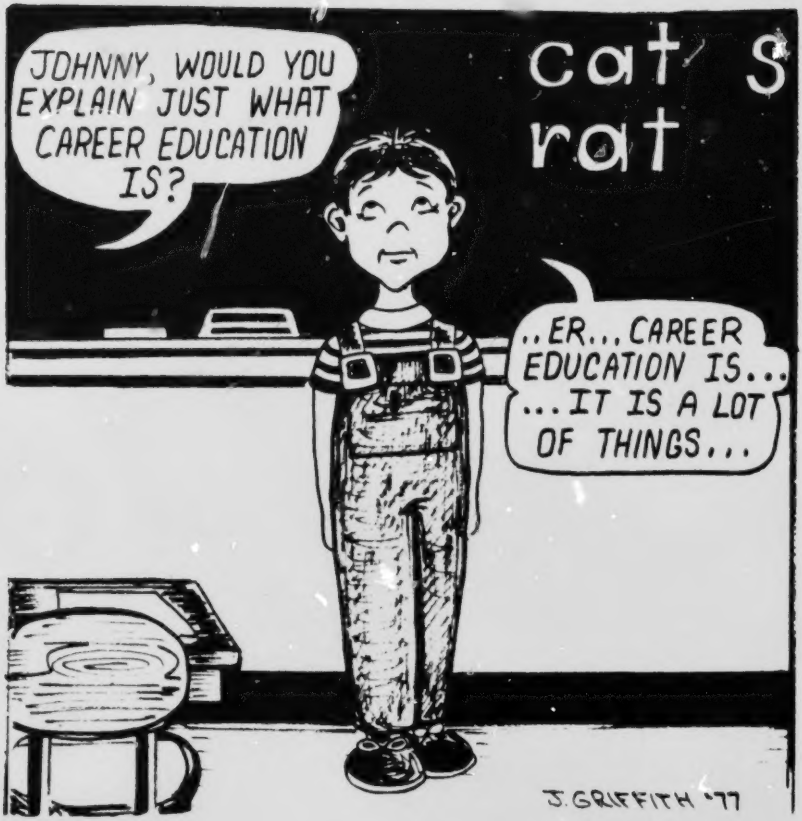
Chapter I gives a historical overview of the career education program in the Kentucky Valley Educational Cooperative area; Chapter II details the various approaches taken in the career education program; Chapter III discusses approaches to developing and implementing career awareness activities. Chapter IV deals with the development and implementation of the exploration phase; Chapter V centers upon the preparation phase of career education; and the Bibliography lists several sources which provide free materials on career education.

chapter one

CAREER EDUCATION IN THE KENTUCKY VALLEY EDUCATIONAL COOPERATIVE AREA

The career education program in the Kentucky Valley Educational Cooperative area is now in the fourth year of operation with primary emphasis upon dissemination. This chapter defines career education; gives a brief history of career education; identifies the Kentucky Valley Educational Cooperative; describes the Kentucky Valley Educational Cooperative area; and discusses problems in developing and implementing a regional career education program.

Q. **What is this Thing called Career Education?**



A. Giving an exact answer to this question is not as easy as it may seem. There are many definitions of career education and how it works varies from school district to school district. Those involved in career education generally agree on certain components or processes. You may know more about career education than you think. Below is a career education inventory to determine how much you know about career education. Take the test, by circling the most appropriate response. The answers may be found at the end of Chapter I, pages 26-27. If you score 80% or above, obviously you are "in the know" about career education and may proceed to page 13, which explains the location and the size of the Kentucky Valley Educational Cooperative.

1. Career education is another term for vocational education.

   True False

2. The U.S. Office of Education has published a policy paper on career education.

   True False

3. The U.S. Congress has enacted a law, providing funds for career education.

   True False

4. Concerning the educational philosophy behind career education, it can best be described as:

   a. Humanistic

   b. Pragmatic

   c. Classical

   d. Atheistic

5. Which of the following has the largest involvement of careers?

   a. Job Family Unit

   b. Single Occupation Unit

   c. Cluster Unit

6. The most widely utilized method of community involvement in career education is:

   a. PTA Meetings;

   b. Community Openhouse;

   c. Resource Persons in the Classroom;

   d. Work-Experience Program;

   e. Field Trips.

7. Some persons are very much opposed to career education. Which of the following is *not* an often given argument against career education?

   a. It is anti-intellectual

   b. It is anti-humanistic

   c. It is anti-utilitarian

   d. It weakens the teaching of the basics

8. Which of the following are not true about career education?

   a. a passing fad;

   b. a vehicle for making classroom instruction meaningful and important for every student;

   c. a newly-developed textbook;

   d. primarily for minority groups or disadvantaged youth;

   e. trying to discourage college enrollment;

   f. for every student, teacher, and subject.

9. The career education movement began in:

   a. the 1950's

   b. the 1960's

   c. the 1970's

10. Which of the following are elements/components in career education?[8]

a. economic awareness

b. career awareness

c. hands-on-experiences

d. positive self-concepts

e. work experience

f. all of the above

Q. What is a definition of career education according to the "experts"?

A. Dr. Kenneth B. Hoyt, the first Director of the Office of Career Education, United States Office of Education, has stated that "there are as many definitions of career education as there are definers of it."[1]

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[1]Kenneth B. Hoyt et. al., *Career Education: What It Is and How To Do It*, (Salt Lake City, 1972), p. 7.

Dr. Hoyt describes career education as:

> . . .The total effort of public education and community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values in their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.[2]

According to Hoyt's definition, career education is not confined to the classroom. The basic elements of career education transcend formal education and concern an individual's total life.

Q. What are some basic elements of Career Education?

A. The Kentucky Valley Educational Cooperative recognizes seven basic elements of career education:[3]

- Career Awareness:
  includes a better understanding of the "world of work" found in the fifteen career clusters identified by the U.S.O.E.
- Economic Awareness:
  includes an understanding of the cost of living, the salaries of different career personnel and of how to cope with the financial aspect of living.
- Educational Awareness:
  includes gathering information, studying job requirements, learning expectations and skills needed in order to enter the "world of work."
- Decision-Making Skills:
  includes identifying values, determining possible alternatives and consequences, and making tentative decisions about the future.

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[2] *Ibid.*

[3] *The National Standard Career Education Model,* K-Adult.

- Human-Relations Skills:
  includes getting along with others at work and at leisure.

- Positive Attitudes Toward All Types of Work:
  includes an understanding of the desirable and undesirable work responsibilities and the incentive to improve the undesirable ones.

- Positive Self-Concepts:
  includes an appraisal of one's attitude, interests, and values toward himself/herself.

Q. What are some components of Career Education?

A. The Kentucky Valley Educational Cooperative recognizes four basic components:[4]

- Awareness: To familiarize elementary school students with a wide range of occupations as well as their own uniqueness as an individual and their relationships to others.

- Exploration: To provide middle school students with instructional activities designed to increase awareness of potentially available careers and to explore activities associated with a variety of career clusters. To evaluate these activities in relation to self-concept.

- Preparation: To provide high school students experiences within the curriculum to enable them to develop the skills necessary for placement in the next step of their career development.

- Guidance, Counseling, and Placement: To provide all students a continuous, sequential, and developmental guidance program and to provide opportunities to place every student in the next step of their career development.

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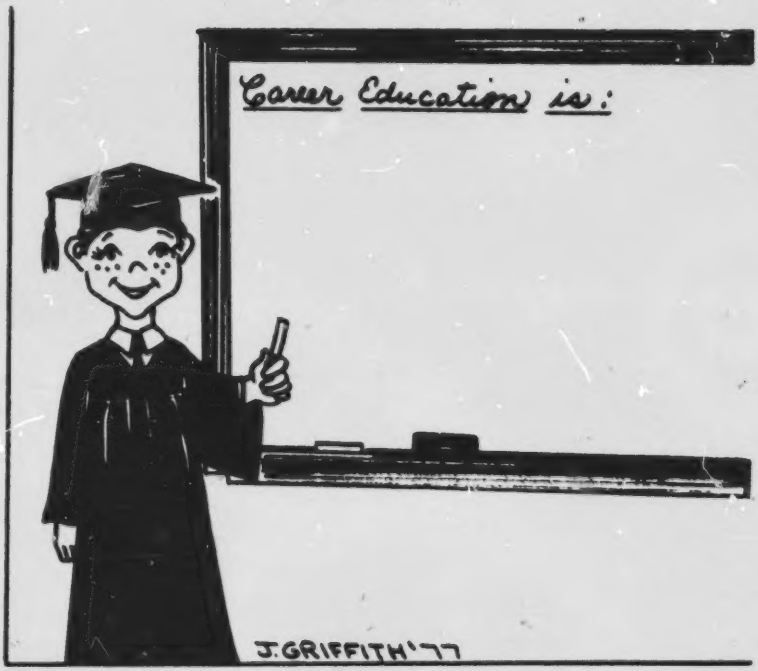
[4]Hoyt, et. al., *Career Education*, pgs. 8-10.

REMEMBER...

There are as many definitions of career education as there are definers.

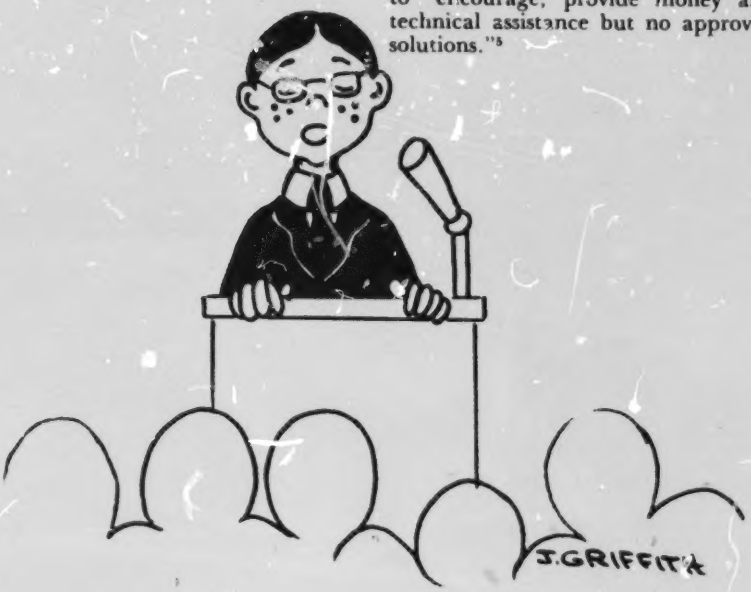
Do you have one?

If so, why not write it in the space below?



Now that you have defined career education, let's take a look at a brief history of it.

The career education movement formally began when a former commissioner of education, Dr. Sidney P. Marland, delivered a speech in February 1971, advocating the concept. The movement gained added impetus when the United States Office of Education became a full-fledged patron, willing to "encourage, provide money and technical assistance but no approved solutions."[5]



From 1971 to 1974, the Office of Education used existing legislative authorizations to fund career education programs. The education amendments of 1974, Section 406, established in the Office of Education the Office of Career Education and gave it funds and authority to demonstrate the concept of career education. In 1975, the United States Office of Career Education published a policy paper on career education.[6]

To date, approximately 20 states have enacted career education legislation. Most states have numerous programs in operation. The public has supported the concept. A recent Gallup poll found ninety percent of those questioned were in favor of education giving more emphasis to the study of trades, professions and businesses in order to help students make informed career choices.[7]

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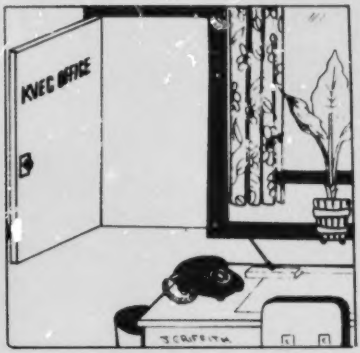
[5] *Ibid.*

[6] *Ibid.*

[7] *Ibid.*

Thus, society began to demand some type of preparation from schools to ready children for life. As a result, several demonstration projects evolved throughout the country. One of these is the Kentucky Valley Educational Cooperative (KVEC) Career Education Program.



Q. Where is it located? What systems comprise it?

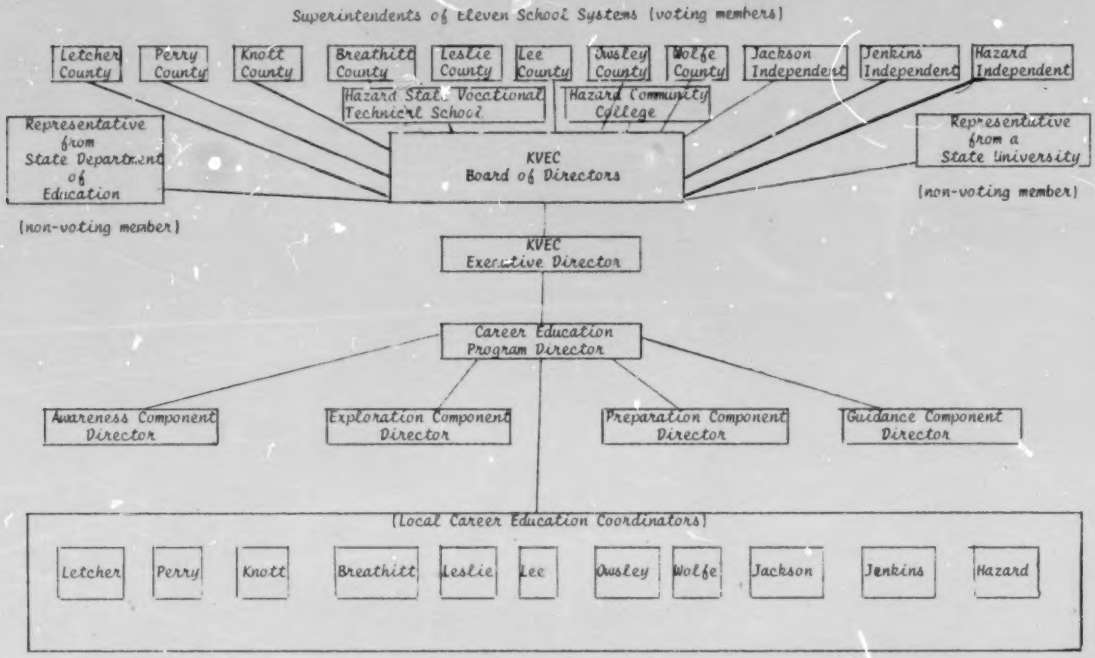
MAP OF THE REGION

A. The Kentucky Valley Educational Cooperative is located in the southeastern part of Kentucky. The area is predominantly rural and mountainous. It encompasses eight counties and three independent school systems, which covers an area approximately 120 miles by 80 miles. The county systems include: Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry, and Wolfe. The three independent systems are Hazard, Jenkins, and Jackson.

The Kentucky Valley Educational Cooperative is a consortium of eleven secondary school districts and two post-secondary institutions made up of 96 schools. There are 76 elementary schools; 16 secondary schools; one state vocational/technical school; five vocational extension centers, and one community college. Enrolled in these schools are 32,392 students. In addition, there are 1,368 classroom teachers; 155 administrative and supervisory personnel; 18 guidance counselors; and 128 vocational personnel in the Kentucky Valley Educational Cooperative.

Q. **What is the Organizational Structure of the Kentucky Valley Educational Cooperative (KVEC)?**

A. The Organizational Structure of the Kentucky Valley Educational Cooperative is as follows:



Q. What is the Purpose of the Kentucky Valley Educational Cooperative Career Education Program?

A. The purpose of the program is to develop and implement awareness, exploration, preparation, and guidance activities which will prepare students more adequately for the world of work. Eleven school districts, a state vocational/technical school, and a community college are participating in the program on all grade levels, K-12.

Q. What is the Scope of Career Education?

A. The Scope of Career Education is described on the next page. . .

CAREER EDUCATION
ALL STUDENTS
Career education includes every student – handicapped and disadvantaged, gifted, college-bound, vocational bound, etc.
ALL CAREERS
There are more than 23,000 different occupations in the United States alone, and most require some form of education.
ALL SUBJECTS
ALL TEACHERS
The concepts of career education should be infused into all subjects by all teachers.
ENTIRE COMMUNITY
The success of career education depends upon the involvement of the community, including business, business groups, clubs, parents, social groups – the entire community

Q. What is the Structure of the Kentucky Valley Educational Cooperative Career Education Program?

A. Following Dr. Kenneth B. Hoyt's suggested "three-pronged approach," the KVEC Career Education Program has three distinct phases which are sequential and developmental: an Awareness Phase for grades K-6; an Exploration Phase for grades 7-9; and a Preparation Phase for grades 10-Adult. Guidance activities are interwoven into all phases.

The organizational structure encompasses a regional staff which includes a project director, an awareness component director, grades K-6; an exploration component director, grades 7-9; a preparation component director, grades 10-Adult; and a guidance component director, all grade levels.

Q. What are the goals of the program?

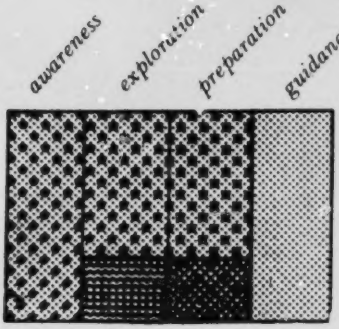
A. The goals of the program are as follows:

- To develop in students: positive attitudes toward self, others, school, and work.
- To create an awareness of career possibilities.
- To prepare students for a successful, satisfying, and meaningful career that is related to the needs of society.
- To create more relevance in education by integrating the world-of-work into the curriculum.
- To capitalize on—and to integrate—the students' experience of family, school, and occupational community.

Q. What was the Relative Emphasis of Activities in the KVEC Career Education Program during the first three years?

A. The chart below indicates the emphasis of activities during the first three-year period in the KVEC career education program:

First Year
(Feb. 1, 1973-Feb. 1, 1974)



CODE

Awareness Activities

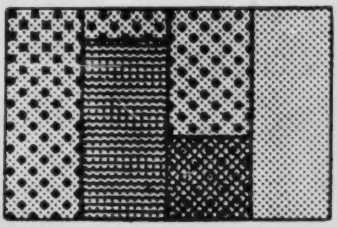
Exploration Activities

Preparation Activities

Guidance Activities

During the first year we emphasized awareness from grades K-12.

Second Year
(Feb. 1, 1974-Feb. 1, 1975)

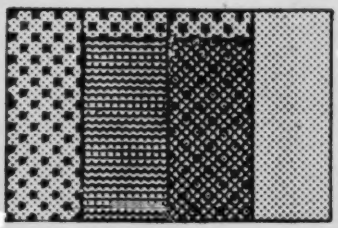


In the second year we emphasized exploration in grades 7-9 while still conducting awareness activities in K-6.

Then in our third year we emphasized preparation in grades 10-12 while still conducting exploration activities in grades 7-9 and awareness activities in K-6.

Guidance components were interwoven in the program during all phases.

Third Year
(Feb. 1, 1975-Feb. 1, 1976)



Q. What are some problems in Developing and Implementing a Regional Career Education Program?

A. Numerous problems arise when developing and implementing a regional career education program in a rural area. Below are select problems which we faced in the KVEC program and methods we utilized to solve problems:

Problem 1: Defining career education.

What we did: One of the first tasks during the first project year was to formulate a workable definition for career education in the KVEC area. After reviewing literature, developing a definition, and then revising, the following definition was formulated by the regional staff and local coordinators.

Career education is the preparation of the student for a successful, satisfying, and meaningful, career that is related to the needs of society. It capitalizes on and integrates experiences within the family, the school, and occupational community that develops positive self-awareness. Incorporating the concept that there is dignity in *all* careers, it is a process that is developmental and sequential from "womb to tomb" that provides learning in awareness, exploration, and preparation for careers.

Problem 2: Formulating goals for the program.

What we did: Another task during the first project year was to determine the goals of the career education program in the KVEC. The literature was reviewed; appropriate persons in the Kentucky State Department of Education, were contacted for their input; superintendents and directors were asked for direction; nearby universities were contacted for advice, and experienced personnel of the Kentucky Valley Educational Cooperative rendered invaluable service in the formulation of goals. The actual coalescing of the goals was done by the career education coordinators in each local educational agency and the regional career education staff.

Problem 3: Limiting the scope of the program.

What we did: The Kentucky Valley Educational Cooperative program was originally established as a three year project. During the first year, the major objective was to develop and implement an awareness program in all grade levels. The schematic on page 18 illustrates relative emphasis of activities for the three year career education program. In the second year, the primary objective was to develop and implement an exploration program for grades 7-12. A secondary objective was to refine, strengthen and articulate the awareness and exploration phases

Problem 4: Providing local control for the program.

What we did: In addition to a regional staff, each local educational agency in the KVEC has a half-time career education coordinator who serves as liaison between the regional staff and who directs the career education program in his/her local school system.

Problem 5: Choosing career education concepts/skills to emphasize.

What we did: One of the early problems was choosing career education concepts/skills to emphasize in the program. After much discussion, the program chose the following seven concepts and skills:

- Career Awareness
- Economic Awareness
- Educational Awareness
- Decision Making
- Human Relations Skills
- Positive Attitudes Toward Work
- Positive Self-Concept

Problem 6: Developing an articulation plan.

What we did: One of the persistent problems in career education programs is articulating or establishing various levels of activities for each grade level. Because the KVEC encompasses eight counties and ninety-nine different schools—76 elementary schools, 16 secondary schools, 1 area vocational school, 5 vocational extension centers, and 1 community college—articulation posed a serious problem. In an attempt to develop an articulation plan which would be workable in each local educational agency, the regional staff recommended to the career education coordinators the following plan:

1. That two teachers for each grade level (grades 1-14) be chosen by coordinators so that teachers could formulate articulated career education goals and objectives for grade levels;

2. That criteria for selection of the teachers be:

   (a)teachers in grades 1-6 must have attended the awareness workshops and have taught at least one awareness unit;

   (b)teachers in grades 7-14 must have attended the two week exploration workshop;

I NEED TO DEVELOP AN ARTICULATION PLAN THAT WILL GET ME TO THE OTHER SIDE WITHOUT POSING ANY SERIOUS PROBLEMS.
OHIO RIVER
J. GRIFFITH

3. That the awareness and exploration component directors work with selected teachers;

4. That the Division of Guidance Services and Practical Arts Education Unit in Frankfort, Kentucky be contacted to secure consultants to work with selected teachers; and

5. That selected teachers, component directors, and consultants meet four Saturdays in order to develop the articulation plan. Using goal statements from the National Standard Career Education Model and from Larry J. Bailey and Ronald Stadt's *Career Education: New Approaches to Human Development* (Bloomington, Illinois, 1973), p. 350-376, teachers developed an articulation plan which contains one hundred twenty-nine (129) pages and deals with seven career education concepts and skills: career awareness, economic awareness; educational awareness; decision-making skills; human relation skills; positive attitudes toward all types of work; and positive self-concepts. Each concept and skill for each grade level—grades 1-14—includes a goal(s), suggested learner outcomes, suggested activities, and suggestions for evaluation. Individual teachers or teams of teachers may use the activities for their grade level as mini-units; they may insert the concepts and skills into their career education units; or they may simply integrate the activities into current classwork.

Q. What is the format used in the Articulation Plan?

A. The format used in the Articulation Plan of the KVEC Career Education Program is as follows:

CONCEPT: (written here)

GRADE LEVEL: (written here)

GOALS: (written here) A goal is a general statement which indicates what one hopes to accomplish.

SUGGESTED LEARNER OUTCOMES: (written here) Learner outcomes are statements which pertain to the goals and which specify what students are to accomplish.

SUGGESTED ACTIVITIES: (written here) These activities suggest what can be done to achieve the learner outcomes.

SUGGESTIONS FOR EVALUATION: (written here) These methods are used to determine if the stated objectives have been accomplished.

Q. Would you like to see an example of an articulation plan on grade level 9?

If so, read on. . .

CONCEPT: ECONOMIC AWARENESS

GRADE LEVEL: 9

GOALS:

1. To familiarize students with some of the tools of business.
2. To make students aware of consumer rights and responsibilities.

SUGGESTED LEARNER OUTCOMES: (Objectives)

1. By the end of the 9th grade each student will be able to explain how and why graphs, tables, and charts are used in business.
2. By the end of the 9th grade each student will be able to analyze advertisement in terms of purpose(s), techniques, and effectiveness.
3. By the end of the 9th grade each student will be able to compare values in the market place and to shop intelligently.
4. By the end of the 9th grade each student will be able to identify the functions of at least two consumer protection agencies.

SUGGESTED ACTIVITIES:

1. Collect advertisements on products of the same kind and class—casual wear clothes, for example—and compare and/or contrast advertisement techniques. Note that advertisement is often aimed at particular groups, such as a certain age or economic group.
2. Explore five different new cars by dealer, comparing price ranges according to body styles and accessories. Use this information to formulate graphs

that compare the cost of the vehicles to the average income of various careers. Ask the students to match careers and vehicles.

3. Divide the class into small research teams and make a survey of at least four different types of stores (*e.g.* retail, discount, grocery, pharmacy) selling the same products (*e.g.* hose, toothpaste, Contac, detergent, bath oil). Show findings in chart form.

4. Read and discuss booklet published by the Better Business Bureau. View and discuss film on the Better Business Bureau.

5. Select one member of the class secretly to bring several items (spices, butter, Kool-Aid, flour, etc.) to concoct a "medicine" for the group. After the "medicine" has been made, offer it to the students. Their reactions should lead to an interesting and thoughtful study of the Food and Drug Administration.

SUGGESTIONS FOR EVALUATION:

1. Order an annual report of a large company and ask students to analyze the bar graphs in the report to determine how the graphs are used to place the company in the most favorable light.

2. Select three pieces of different advertisements from newspapers and/or periodicals and ask students to identify:

   a. The need at which the advertisement is aimed;

   b. The age group of the advertisement target;

   c. The social/economic level of the target;

   d. Misleading connotations, if any, of the advertisement.

3. Divide the class into groups of six students each; arrange with supermarket managers for a mock buying trip; give each group a typical household shopping list; provide each group with a bogus check for $50.00; and establish which group can return with the best per unit purchases.

4. Suggest that the class write and produce a 10 minute skit based on actual fact from the files of the B.B.B. This skit should: (a) show how the consumers' rights are violated; (b) how the business man is "ripped off" by consumers.

Some Concluding Thoughts. . .

Career education is a viable program in a region that is primarily rural and mountainous; however, the scope of the program must be limited, and the elements of career education must be modified "to fit" one's location and situation.

Answers
to
Career Education Inventory

1. Career education is another term for vocational education.

   True (False)

2. The U.S. Office of Education has published a policy paper on career education.

   (True) False

3. The U.S. Congress has enacted a law, providing funds for career education.

   (True) False

4. Concerning the educational philosophy behind career education, it can best be described as:

   a. Humanistic

   (b.) Pragmatic

   c. Classical

   d. Atheistic

5. Which of the following has the largest involvement of careers?

   a. Job Family Unit

   b. Single Occupation Unit

   (c.) Cluster Unit

6. The most widely utilized method of community involvement in career education is:

   a. PTA Meetings;

   b. Community Openhouse;

   (c.) Resource Persons in the Classroom;

   d. Work-Experience Program;

   e. Field Trips.

7. Some persons are very much opposed to career education. Which of the following is not an often given argument against career education?

   a. It is anti-intellectual

   b. It is anti-utilitarian

   c. It is anti-humanistic

   d. It weakens the teaching of the basics.

8. Which of the following are not true about career education?

   a. a passing fad

   b. a vehicle for making classroom instruction meaningful and important for every student

   c. a newly-developed textbook

   d. primarily for minority groups or disadvantaged youth

   e. trying to discourage college enrollment

   f. for every student, teacher, and subject

9. The career education movement began in:

   a. the 1950's

   b. the 1960's

   c. the 1970's

10. Which of the following are elements/components in career education?

    a. economic awareness

    b. career awareness

    c. hands-on-experience

    d. positive self-concepts

    e. work experience

    f. all of the above

SOME SUGGESTED ACTIVITIES
WE WILL FOLLOW ON OUR DATE ARE:
1. BEGIN AT 8'O CLOCK WITH A SHORT
STROLL DOWN STORY BOOK LANE,
2. THE SLURP SHOP FOR A SODA...
J. GRIFFITH

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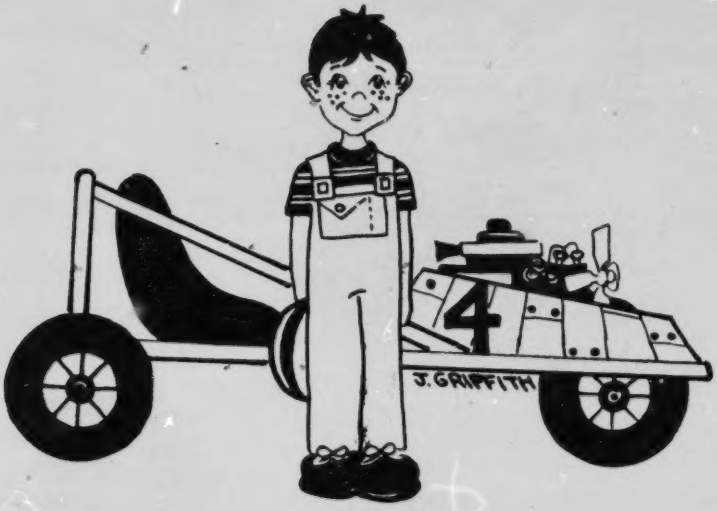
chapter two

DEVELOPING AND IMPLEMENTING CAREER EDUCATION IN THE KENTUCKY VALLEY EDUCATIONAL COOPERATIVE AREA



Introduction

As previously mentioned, the Kentucky Valley Educational Cooperative Career Education Program was initially established as a three year demonstration project. During the first year—February 1, 1973 through January 31, 1974—awareness was emphasized; during the second year—February 1, 1974 through January 31, 1975—stress was upon the exploration phase; and from February 1, 1975 through June 30, 1976, the preparation phase received consideration. Each year the program has followed a "six step" approach:

2. development;
3. inservice;
4. follow-up;
5. evaluation; and
6. dissemination.

This chapter discusses each step and gives suggestions for implementing each step.

STEP ONE

Q. How do I ORIENT school personnel?

A. Orienting personnel in the Kentucky Valley Educational Cooperative area is done by several methods. One method of orientation which the KVEC career education staff finds effective is the Career Education newsletter—*The Communicator*— which is published bi-monthly and is mailed to the homes of all KVEC educational personnel, rather than to the schools. All issues contain information which orients personnel to what has been done—or what is being attempted—in career education. However, the major emphasis in orientation is in February, March, and April. During this period, the following groups are oriented to different elements and components of career education: superintendents and directors, career education coordinators, principals, guidance counselors, and career education teams.

Orienting superintendents and directors may be formal or informal. Orientation takes place either during the monthly meetings of the KVEC Board or in the superintendents' and directors' offices. Career education coordinators meet monthly and discuss methods and techniques for developing and implementing the different phases of career education. Principals and guidance counselors meet for separate orientation conferences. The KVEC staff has found that the more homogeneous the group—such as principals, meeting by themselves—the better the conversational flow and feedback. Career education teams—consisting of coordinators, principals, guidance counselors, teachers, etc.—meet once a year at a central location to discuss what has happened—and what is being attempted—in career education.

Q. Could you give me some SUGGESTIONS for ORIENTATION?

A. In planning and conducting career education workshops in the KVEC area, the staff found the following helpful to them:

- Comfortable facilities aid in selling new programs, such as career education. Moreover, getting educators away from their work stations gives them an opportunity to give more attention to the issues of the program.

- Orienting the same level of school personnel as an entity, rather than including different levels of school personnel, is a desirable method of communicating. It adds prestige to the group and frees them to express themselves without constraints, which may occur should other persons from their school systems be present.

- Speakers should be followed by a period of questions and answers in order to allow for interaction.

- Avoid "information overloading" in large group assemblies. If there are large group assemblies, a break should be given every hour.

- Clear identification of the purpose of the orientation helps in its implementation.

- Time should be set aside at the beginning and end of the orientation to administer evaluation instruments.

STEP TWO

Q. How do I DEVELOP Career Education Workshops?

A. Since the developmental phase consists primarily of workshop training for writing career education units and developing other career education activities, each summer workshop, whether it be one week or two weeks long, is divided into four sections: (1) philosophy and concepts; (2) modules of career education; (3) developmental sessions; and (4) intra-area communication and communication with community. The above sections are emphasized during the workshop as follows:

DEVELOPMENT OF CAREER EDUCATION WORKSHOPS*

SECTION I PHILOSOPHY AND CONCEPTS	SECTION II LEARNING CELLS OF CAREER EDUCATION	SECTION III DEVELOPMENTAL SESSIONS	SECTION IV SHARE AND STEAL SESSIONS
DAY- 1	2	3-4	5
REGISTRATION	Articulation Block Scheduling Career Clubs Cluster Guides		
KEYNOTE ADDRESS	Evaluation Guidance Activities Guidance Guide Project Discovery Hands-on-Experiences Newsletter and Slide-Tape	REVISE CAREER EDUCATION UNITS	DISPLAYS
DEMONSTRATION OF CAREER EDUCATION UNIT	Revising Career Education Units "Theme" Teaching Work Experience	DEVELOP PLANS FOR IMPLEMENTATION OF CLUSTER GUIDES	EXHIBITS WRAP-UP AND EVALUATION

*This is a specific breakdown of sections during a KVEC Career Education Workshop on July 14-18, 1975.

The philosophy and concepts section includes a keynote address by a well-known career education practitioner and a demonstration of a career education unit by teachers and students. The purpose of the demonstration is to reinforce elements, methods, and techniques which have been emphasized in career education. The learning cells approach attempts to break career education into simplified elements so that participants can better understand the total concept. (e.g. An English teacher might be interested in a learning cell on theme-teaching and career education.) During the developmental sessions, participants synthesize information from the learning cells into career education units. Each unit has the following format:

- Unit objectives;
- Subject area objectives;
- Career education concepts and skills:
  - Career Awareness
  - Decision-Making Skills
  - Economic Awareness
  - Educational Awareness
  - Human Relations Skills
  - Positive Attitudes toward Work
  - Positive Self-Concepts
- Activities/Methods;
- Resources; and
- Methods of Evaluation.

The afternoon of the last day of the workshop is devoted to displays and exhibits. This activity gives participants an opportunity to see the total product of the workshop and provides the community with a chance to obtain a better understanding of career education.

Q. Could you give me some SUGGESTIONS for DEVELOPING Career Education Workshops?

A. Some suggestions which the KVEC career education staff have are as follows:

- Arranging for consortium graduate credit creates management problems but adds to the impact of the workshop.

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- Consultants should be explicitly told in writing what to expect and what is allowable concerning their fees, room accomodations, and expenses.

- Use considerable care in choice and monitoring of consultants. Ineffective consultants can torpedo a well-conceived workshop. Even after the consultants are selected and are participating in the workshop, they must be closely monitored so that they will do what is intended. The workshop director should be quite specific concerning what is intended.

- What is expected of participants should be identified and communicated, preferably in performance objectives, but care should be taken to insure flexibility so that a participant may develop an alternate course of action.

- Avoid the overuse of large group assemblies; however, a discreet use of the assemblies gives unity, cohesion, and is particularly effective in generating the tone and posture of the entire workshop.

- The use of consultants from various projects compounds the difficulty of effective monitoring and management. However, variegated career education experiences add to the richness and breadth of ideas for participants.

- Participants need to be challenged and positively reinforced so that what is being attempted can be accomplished.

- Leadership of the subgroups must be identified, developed, and recognized.

- Breaking a complex issue, such as career education, into segments and having learning cells, has proven to be successful in our case. Care should be taken, however, to synthesize these learning cells into a meaningful whole.

- Providing participants an opportunity to make choices concerning the "packaging" of their workshop and being sensitive to feedback created a favorable attitude among participants.

- It is faulty to assume that a group of participants will have a uniform outlook toward education and uniform set of needs. For example, elementary teachers do not perceive career education the same as do secondary teachers. Also, principals have a distinctive construct of outlook, as do guidance counselors and librarians. Providing time when these special groups can meet to discuss common concerns and needs contributes to the success of the workshop.

- It is very important that the workshop identify a long-range purpose and develop a tie-in between its activities and this long-range purpose. In our first workshop, we insisted that each participant put in writing what he/she expected to do in career education through December 31, 1973. The participant kept one copy of this commitment and gave one copy to the KVEC staff. The participant then feels more committed to follow-through than (s)he would have had we left the writing assignment optional.

- A subgroup, or subgroups, within the workshop will be the pacesetter, and by discreet references to the pacesetters, other subgroups will tend to increase the quantity and quality of performance.

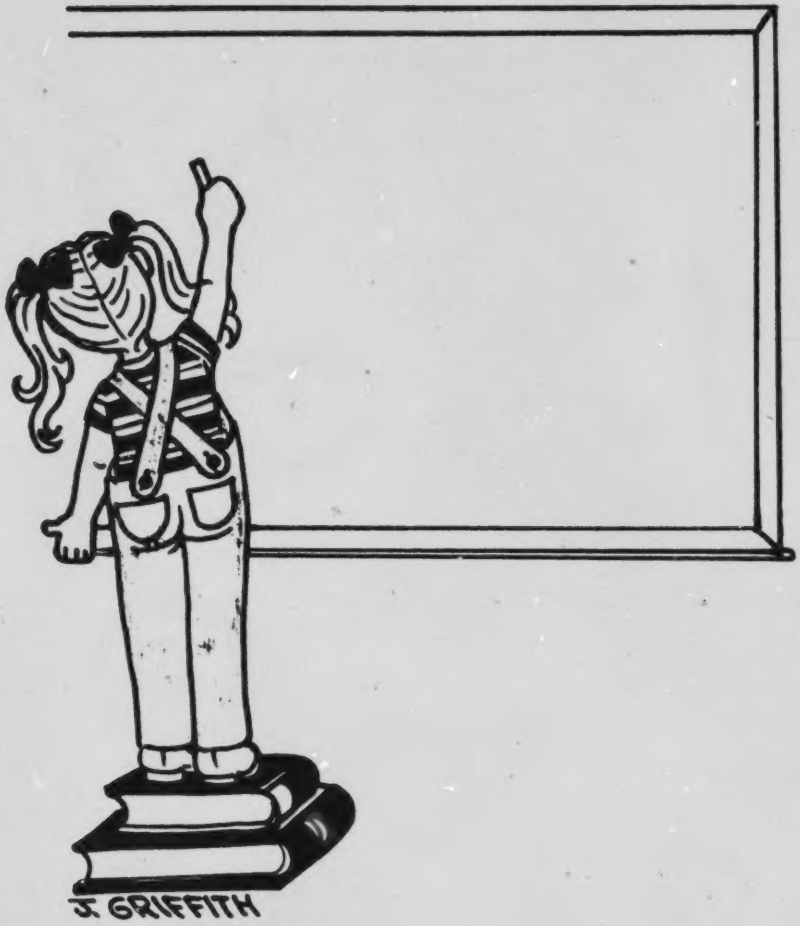
- The community can best be involved, not merely by asking them to attend an openhouse, but by identifying specific functions for them. For example, the manager of an A & P Store may not be receptive to attending an openhouse; however, this same person may welcome and relish an opportunity to be interviewed as a resource person.

- A week seems to be an appropriate length of time to have an effective workshop. This involves major attitudinal change on the part of participants.

- Workshop participants should be given an example of a career education unit before they are asked to write one.

DO YOU HAVE FURTHER SUGGESTIONS FOR DEVELOPMENT?

IF SO, WRITE THEM HERE:



TO HELP REINFORCE THIS YEAR'S CAREER EDUCATION UNIT, I SUGGEST YOU TAKE YOUR CLASS ON A VERY EDUCATIONAL FIELD TRIP TO THE ZOO... THE CANDY FACTORY... THE SODA-POP PLANT...ETC...
J. GRIFFITH '77

STEP THREE

Q. How do I PLAN a Career Education Inservice?

A. When the KVEC career education program began, each school system agreed to devote at least one of its fall inservice days to career education. The career education staff assumes various responsibilities in these inservice days. At times, staff members may speak on the different components of career education; at other times, they may assist teachers in developing career education activities. In all of our workshops the primary objective is to keep all educational personnel informed as to what has happened and what is being attempted in career education.

Q. What are some of your SUGGESTIONS for INSERVICE?

A. Some suggestions we might offer are as follows:

- All participants in an inservice should have input into planning and conducting inservice activities.
- There is enough complexity in any career education program that it cannot be covered adequately in fifteen minutes in a large group setting. Thus, again, the smaller the group, the better the communication flow.
- Participants should be told in writing what is expected of them in the inservice.
- Allow adequate time for each topic on the agenda. Most inservice activities tend to run behind schedule.
- If participants are asked to write a career education unit, they should be given an example or model to follow.
- The most effective inservice in career education is one which identifies certain elements in career education and concentrates upon these elements alone. The concept is just too broad to cover adequately in one day.

STEP FOUR

Q. How do I conduct a FOLLOW-UP of workshop participants?

A. The fourth phase, follow-up, is the most time consuming. The career education staff visits all workshop participants at least once during the fall. The visits usually begin in the early part of October and end in the latter part of December. The visits are particularly important. Although all workshop participants realize that the career education staff has no supervisory authority, each participant is aware that sometime during the fall, the staff members will visit his/her classroom to discuss/observe career education activities which he/she has conducted or will conduct. The staff members have found that these follow-up visits serve as a motivational force, and in most cases, help to insure that the career education activities are conducted.

Q. What are some SUGGESTIONS for conducting the FOLLOW-UP visits?

A. Some suggestions which the KVEC Career Education staff might contribute are the following:

- Follow-up is a necessary element in any program, to insure that proposed activities are conducted.

- Make the follow-up visits informal, and workshop participants will feel less threatened by the visits.

- When the visits are conducted take materials, samples of units, etc., with you. Most teachers are always glad to receive free materials. Besides, these materials will "break the ice" when first visiting teachers.

- One of the ways "to hurt" a program is to schedule follow-up visits and not carry through with them. Many teachers spend much time preparing their classes and there is a great feeling of "let down" if nobody comes.

- If possible, become a participant in the classroom which you are visiting. Engage the students in conversation, etc. Again, this will help to break the ice.

STEP FIVE

Q. How do I EVALUATE the effectiveness of a career education program?

I FEEL THAT I DESERVE AN A+ IN MOTOR SKILLS FOR THIS GRADE PERIOD.., TAKING INTO CONSIDERATION THAT MY CRAWLING SURPASSES ALL THE OTHER STUDENT S' IN THIS CLASS!
J.GRIFFITH '77

A. In addition to a third party evaluation, the KVEC career education program also has an internal evaluation. This evaluation is basically for "re-direction" activities. The career education staff develops evaluation instruments for principals, guidance counselors, teachers, students, and parents. In December and January, these instruments are delivered to different locations so that these groups can complete them and indicate to the staff what is workable and what is not. See below for some typical questions on the internal evaluation and attitudinal survey which was conducted in December, 1974.

CAREER EDUCATION SURVEY

Teachers

- Did student attendance improve?
- Were the students learning to work more independently than they could when the unit began?
- Have grammatical skills improved?
- Did the students become more independent in their decision-making?
- Were the learning experiences varied enough for each child to be motivated to participate in the project?

Students

- Would school be more interesting if we had visitors who would tell us about their jobs?
- Should students be taught about jobs in school?
- Has learning about jobs helped me to see the importance of my school subjects?
- Do you feel that exploring occupations is as important as learning about other things?
- Has career education made you more aware of the importance of cooperating—and getting along—with other people?

Parents

- Do you believe that schools should provide opportunities for students to explore various occupations?
- Do you think that career education will help students make realistic career choices?
- Do you feel that the quality of education would be improved by an emphasis on work and occupations?
- Do you think that schools are doing an adequate job in explaining the various career options available to students?
- Do you believe that schools should teach all students how to work—such as: how to apply for a job; how to dress; how to be punctual; how to be responsible; and how to develop good work habits?

Q. What are some of your SUGGESTIONS for EVALUATION?

A. Some methods of evaluation which the Kentucky Valley Educational Cooperative Career Education Program has found to be effective are the following:

- All participants and groups—principals, guidance counselors, teachers, students, etc.—should be allowed and encouraged to evaluate the program.
- View internal evaluation as information for "re-direction." If given an opportunity, most participants will respond openly and candidly about the program. These views should provide the program with suggestions for revising methods and techniques utilized.
- Internal evaluation will add credibility to the program if the "right questions" are included in the instruments.
- It is a mistake to mail the instrument to participants and to expect a good return. Take the instruments to the various groups in their particular locations so that they can complete them.
- Always leave space in the instrument for additional comments by participants. Sometimes you will get more information from this section than any other.

Do you have additional ideas on Evaluation?
If so, write them here. . .

STEP SIX

Q. How do I DISSEMINATE Career Education materials?

A. There are a variety of methods which one can use to disseminate career education materials. Among them are: mailing a career education newsletter, acting as a career education consultant in inservices and accepting invitations to visit other school systems. However, the Kentucky Valley Educational Cooperative Career Education Program finds the annual conference to be an effective method of disseminating career education materials and ideas. Each year, the KVEC career education program sponsors a career education conference. The purpose of the conference is to recognize local educators who are involved in the program and to share, with educators in other local educational agencies, career education activities which have been developed and implemented in the KVEC area. In January, 1975, the second annual career education conference was held at Knott County Central High School. Approximately 900 attended the conference, including Congressman Carl D. Perkins and Dr. Kenneth B. Hoyt, Director of Career Education in the U.S. Office of Education. In addition, there were numerous displays and demonstrations of career education activities.

Q. What are some SUGGESTIONS for DISSEMINATION?

A. Some suggestions the KVEC career education staff might contribute are the following:

- Appoint one person to be in charge of dissemination.
- Compile a standard list of materials to mail to persons who request information on your program. Using this method, a secretary can handle most requests.
- If you utilize a newsletter as a method in dissemination, get local participants to write articles for the newsletter. This will take much of the burden off the editor.
- An annual career education conference is an excellent method for recognizing local participants in the program, but it also serves as a vehicle for dissemination—sharing materials and information with visitors from outside the program area.

- Look for opportunities to appear on radio or television programs to explain your program. Newspapers are usually eager to print articles, if you will write them.

WHICH method(s) do you feel are most effective?

Some CONCLUDING thoughts. . .

The Career Education practitioners in the KVEC area have found these steps to be effective in developing and implementing career education. Which steps or approach will work in your school system? Why not chart the approach you plan to use in the space below?

CAREER AWARENESS

This chapter, according to the KVEC career education program attempts to. . .

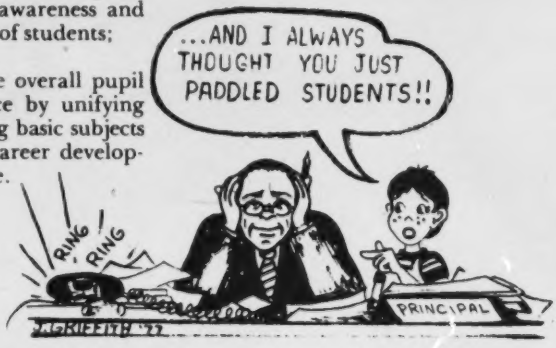
- define career awareness;
- discuss the challenge of awareness in rural Appalachia;
- list approaches to developing career awareness activities;
- explain alternatives in implementing career awareness activities;
- give select awareness activities;
- describe special awareness projects which schools or individual teachers can implement with little or no cost;
- conclude with general suggestions for developing and implementing the awareness phase.

Q. What is CAREER AWARENESS?

A. Career Awareness, generally the first phase in career education in the Kentucky Valley Educational Cooperative area, receives primary consideration during K-6 years. The major objective of the awareness phase is to help all students become familiar with the values of a work-oriented society as well as becoming aware of careers, in general.

Some specific objectives of the awareness phase are:

- To develop in students attitudes about the personal and social significance of work;
- To develop and expand the career awareness and aspirations of students;
- To improve overall pupil performance by unifying and focusing basic subjects around a career development theme.



Thus, career education at the elementary level should concern the contributions of work in general rather than a study of specific occupations. Elementary students should become aware of goods, services, workers, data, tools, etc., and be able to relate the world of work to classroom learning. The decision-making process concerning careers should be initiated at the elementary level since it applies to an individual's entire life, and since he/she begins to decide about some phases of work. (e.g. Do I want to be a nurse, doctor, carpenter, etc., or Do I like what a teacher, lawyer, politician, etc., does for a living?)

Q. What is the CHALLENGE of AWARENESS in rural Appalachia?

A. Rural Appalachia has a host of problems that are not common to urban areas. It has schools which are isolated in many cases, with small numbers of students. It has, due to a meager tax base, a paucity of counselors and other personnel; and it cannot draw upon the expertise and resources of the world of work as can urban-industrialized locations. Despite these and other problems career awareness can be accomplished in elementary schools in rural Appalachia. Utilizing the tools of career education—role-playing, field trips, hands-on-activities, resource persons, infusion of academic subject matter—schools have a volume of resources from which to draw. These resources can improve the teaching/learning process; they can give the community more participation in the educational program; they can improve student attitude toward school; and, as one teacher said, "They can take the blahs out of teaching."

Q. Does the ORGANIZATIONAL PATTERN of my school affect the type of career education program I have?

A. We think so, and here's why. . .

As mentioned previously, career awareness in the KVEC area receives primary emphasis in the K-6 years. Many schools in rural Appalachia are organized into grades K-8 and grades 9-12 patterns, usually with self-contained classes at the elementary level. This organizational pattern may pose some problems in developing and implementing career awareness activities. However, many of these problems can be solved with developmental approaches and an effective articulation plan.

Closely related to the organizational pattern of schools is the approach used in developing awareness activities. The approach used will depend upon the type of organizational pattern.

Q. What is the KVEC Approach to DEVELOPING AWARENESS ACTIVITIES?

A. In order to explain the KVEC approach to developing awareness activities, let's first take a look at a typical format for an AWARENESS WORKSHOP.

FORMAT of a KVEC Awareness Workshop

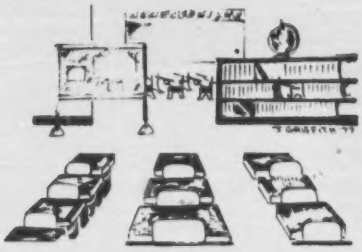
SECTION I Philosophy and Concepts	SECTION II Learning Cells of Career Education	SECTION III Developmental Sessions	SECTION IV Sharing Sessions
DAYS 1	2	3 4	5
Registration	.Community Resources .Resource Persons .Role-Playing .Career Corners .Parental Involvement .Human Relations	Develop Career Education Units and Activities	Displays Exhibits

Format of a KVEC Awareness Workshop Cont'

DAYS 1	2	3 4	5
Keynote Address Demonstration of Career Education Unit OR Career Education Concepts	.Skills .Decision-Making .Guidance Concepts .Job Clusters .Reading in Career Education .Fieldtrips .Hands-on-Experiences .Infusion of Academics .Economic Awareness Concepts	Develop Career Education Plans for Participating Schools	Wrap-Up and Evaluation

Let's take a look at the KVEC's TEAM approach vs. INDIVIDUAL-TEACHER approach to implementing a career awareness program by looking first at LBJ Elementary School in Jackson, Kentucky, which utilizes the TEAM approach and then at Turner's Elementary School, also near Jackson, Kentucky, which utilizes the INDIVIDUAL-TEACHER approach.

Q. What are some features of the school?



A. LBJ Elementary School encompasses grades K-6; it has approximately 970 students, 46 teachers, one guidance counselor, one assistant principal and one principal.

It is a non-graded school which was organized to facilitate team teaching. The building was designed to include four classrooms in one large open area which is called a complex. Movable storage units are used as partitions in the large complexes. In most cases, there are four teachers in each complex. Each complex has a team leader who coordinates activities in his/her complex.

Q. How does LBJ Elementary School follow through with the TEAM APPROACH in IMPLEMENTING a career awareness program?

A. LBJ Elementary School has six steps which it follows in implementing a career education program:

- planning
- developing
- implementing
- coordinating
- culminating
- evaluating

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The following is an explanation of each of the above steps.

STEP ONE **Planning**

The planning processes occur during September, January, and March of each year. During these months the principal and guidance counselor meet with each team and choose the career education unit which each team is going to teach. These meetings insure that there is articulation in units from complex to complex.

STEP TWO **Developing**

The developmental phase centers in the latter part of September, January, and March. This step includes developing or revising units; developing bulletin boards; arranging for resource persons to visit the classroom, etc.

STEP THREE **Implementing**

Career education units are started in October, January, and April of each school year. Each complex teaches different units. The units usually last approximately six weeks. The guidance counselor introduces the units, emphasizing the guidance concepts. (The specific activities and units are identified on pages 61-64.)

STEP FOUR **Coordinating**

Coordinating the units are three people—the principal, the guidance counselor, and the team leader. These individuals meet weekly to discuss progress and problems within the units.

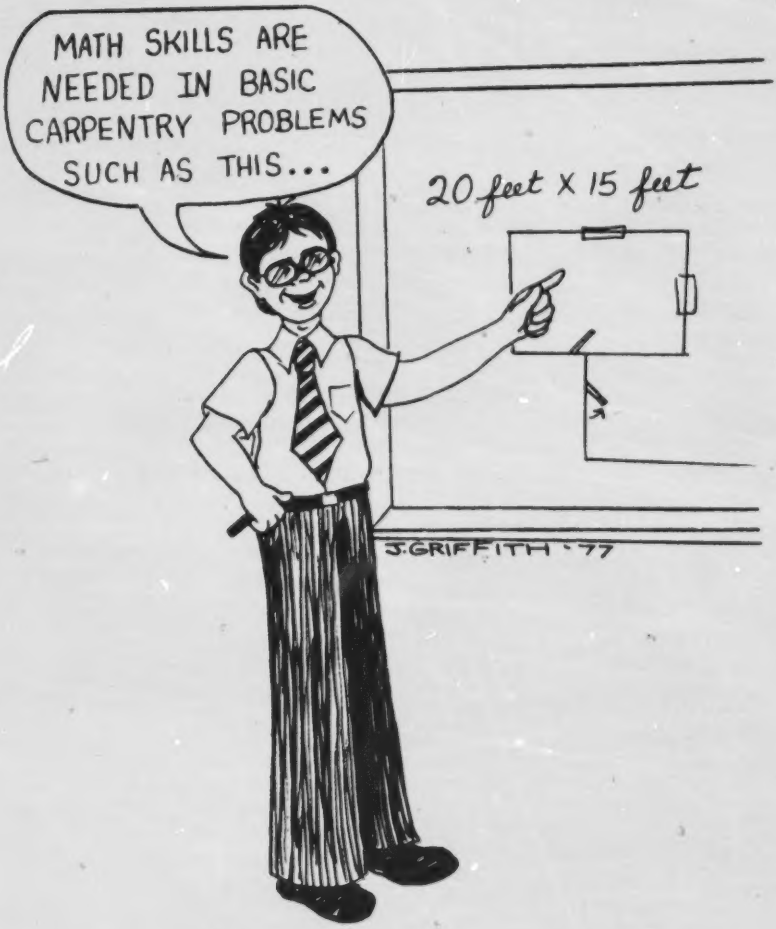
STEP FIVE **Culminating**

Culminating activities from each unit are conducted in December, February, and May. The activities proved an opportunity for parents to visit and observe career education activities. They also give other students and teachers in the school an opportunity to observe what is happening in career education.

STEP SIX **Evaluating**

Numerous individuals or groups are involved with the evaluation of career education activities at LBJ Elementary School including: the KVEC career education staff, the county career education coordinator, teachers, students, parents, and the parent-teachers' organization and the advisory council.

(Additional information on the Team Approach to career education activities may be procured by contacting: Mrs. Frances Johnson, Principal of LBJ Elementary School in Jackson, Kentucky 41339.)



Q. What are the merits of the INDIVIDUAL-TEACHER APPROACH to implementing career education activities?

A. It is wise to look at the merits of the individual-teacher approach. In this approach, especially where it is a self-contained situation, the teacher has much flexibility with community involvement, field trips, classroom management, schedules, and teaching techniques. A great number of schools in rural Appalachia might be using this approach. Let's look now at the individual-teacher approach to career education in Turner's Elementary School.

The physical structure of Turner's School is basically designed for nine self-contained classrooms. The physical design could become reason why the school uses a specialization approach to learning. Each teacher teaches a subject area in which he/she enjoys and feels confident. This is a form of departmentalization broken into three blocks. Block one consists of grades 1-3; block two, grades 4-5; and block three, grades 6-7.

The instructional time is divided into three main blocks of one hour and forty-five minutes each. Children are grouped in academic levels temporarily. If a student makes rapid progress or finds the level too difficult he/she is then moved to a different level.

Each teacher at Turner's Elementary School teaches one career education unit per semester.

(Additional information on the Individual-Teacher Approach to career education activities may be procured by contacting: David Hubbard at Turner's Elementary School, Route 1, Booneville, Kentucky 41314.)

AFTER READING ABOUT TWO DIFFERENT APPROACHES TO CAREER EDUCATION, WHAT DO YOU THINK? ARE YOU ENLIGHTENED, BURDENED, OR WHATEVER? COULD YOU IDENTIY WITH EITHER APPROACH? IF SO, GREAT! IF NOT, THAT'S GREAT, TOO! YOU ASK: "WHAT IS THIS DOUBLE-TALK?" NOTHING, REALLY. . .IT'S JUST THAT YOU CAN DANCE TO YOUR OWN MUSIC. SEE WHAT WORKS BEST FOR YOU, AND STICK TO IT! CAREER EDUCATION IS MOST EFFECTIVE WHEN THE TEACHER FEELS COMFORTABLE WITH HIS/HER DESIGN FOR LEARNING. DO YOU GET THE IDEA?

Q. Third, how do I begin to REVISE A UNIT?

A. Revising units is really concerned with refining career awareness activities, rather than developing them. The following format has been followed to revise units in the KVEC career education program:

I. Unit Objectives

II. Subject Area Objectives

III. Career Education Concepts and Skills as used in the KVEC Career Education Program

- Career Awareness
- Decision-Making Skills
- Economic Awareness
- Educational Awareness
- Human Relations Skills
- Positive Attitudes Toward Work
- Positive Self-Concepts

IV. Activities/Methods

V. Resources

VI. Methods of Evaluation

Q. Fourth, what is ARTICULATION and what are some alternatives in this approach to implementing a career awareness program?

A. Briefly stated, articulation in career awareness is developing and establishing various levels of activities for each grade level—activities which are sequential and developmental from grade level to grade level. There are various methods one can utilize in developing an articulation plan. Two approaches which the KVEC career education program uses are as follows:

•The Cluster Approach

One approach is assigning various clusters to certain grade levels. This approach can expose students to all clusters, but it limits the number of clusters one can cover in an individual grade level. Below is a check list for clusters and grade levels.

Developing An Articulation Plan

DIRECTIONS: Place a check mark (✓) in the appropriate grade(s).

CLUSTERS	K	1	2	3	4	5	6
Public Service							
Health							
Consumer Homemaking and Related Occupations							
Agri-Business and Related Occupations							
Hospitality and Recreation							
Personal Services							
Construction							
Manufacturing							
Communication and Media							
Transportation							
Marketing and Distribution							
Environmental Control							
Business and Office							
Fine Arts and Humanities							

•The Concepts and Skills Approach

The concepts and skills approach focuses upon goals and objectives for each grade level. See below for a workable format to this approach.

Select Career Awareness Activities

Concepts	Grades 1-3	Grades 4-6
Career Awareness	1. Visit the work stations of various school helpers.	1. Assist students in preparing job descriptions as means for focusing on job performances.
	2. Have students view issues of Career World to increase their knowledge of careers.	2. Check the Courier Journal for articles relating to career clusters.
	3. Have students tell how their parents are necessary to maintaining the community.	3. Have students report on their favorite jobs.
Decision-Making	1. Have class discussion on the importance of considering the feelings and rights of others when making decisions	1. Have pupils role-play a school situation and decide the solution.
	2. Have students role-play possible job choices.	2. Have a class discussion on the decision-making process.
Economic Awareness	1. Have class discussion on how parents obtain money to support the family.	1. Have students plan a family budget.
	2. Have students role play a grocery store or trading post.	2. View a film on the process of production and distribution.
	3. Have students visit the local bank.	3. Have class discussion on the shortages of local community--gasoline, groceries, etc.
Educational Awareness	1. Assign a home project which necessitates the help of parents and ask students to be aware of academic skills needed to complete the project.	1. Have students write autobiographies, emphasizing their future plans.
	2. Construct a collage of different workers and ask students to identify the knowledge/skills needed to perform the given tasks.	2. Research "Help Wanted" section of newspaper to identify the educational requirements of different careers.

Select Career Awareness Activities (Cont.)

Concept	Grades 1-3	Grades 4-6
Human Relations Skills	1. Have discussion on "Friendship."	1. Role-play two working on the job.
	2. Play "Pal For A Day"	2. Construct a list of human relations skills for class to work on during the semester.
Positive Attitudes Toward Work	1. Allow each child to role play each of his/her parent's work.	1. Have students identify the desirable work responsibilities.
	2. Help students construct a bulletin board showing occupations in the school and home.	2. Have students interview a supervisor to learn how the attitude of workers affects the quality of work.
Positive Self-Concept	1. Give each student a nametag, including his/her thumbprint, explaining that this is his/hers alone, and that there is no other exactly like it.	1. Have students write a one-page story, "All About Me"
	2. Post a list of duties for each week, using each child for a certain duty. The activity could be entitled, "I'm doing my part, too."	2. Construct a list of vocabulary work relating to self-concept for students to learn.

Q. How can I IMPLEMENT career awareness activities in my school?

A. There are numerous methods to utilize in implementing career awareness activities. Some possibilities for facilitating implementation are:

- write up a school career education plan which outlines *what* activities are to be taught and when they are to be taught.
- compile a career awareness handbook which might include:

- ✓ a school philosophy
- ✓ a statement of the local board of education supporting career awareness
- ✓ a scope and sequence plan
- ✓ a set of guidelines for the advisory council
- ✓ a list of community involvement activities
- ✓ methods of evaluation

Q. Could you identify some specific units and activities which teachers in the KVEC area found to be effective?

A. After completing two awareness workshops, the KVEC career education staff identified the ten best units per grade levels 1-6, and select teachers throughout the KVEC area revised them. Below are activities for specific units in career education. They are listed by title and grade level.

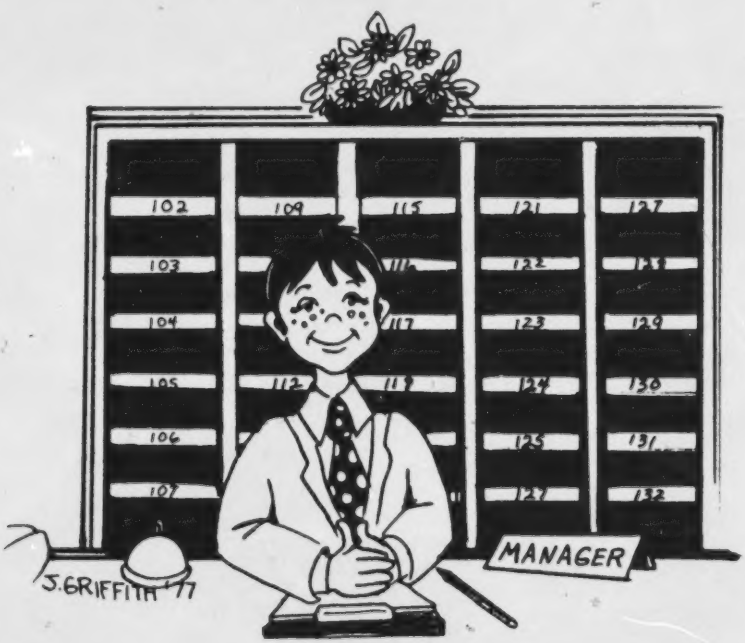
- The Farm—grades 1-3:

- ✓ Interview the owner of a small farm.
- ✓ Teach "Old McDonald" and "Green Berry Tree."
- ✓ Construct a booklet containing farm animals.
- ✓ Teach students to recognize a circle, a square, a triangle and a rectangle when cutting out paper animals.

- The Post Office—grades 1-3:
  - Develop a list of 20 new words associated with the post office.
  - Discuss important historical events of the post office.
  - Make drawings of stamps and post cards.
  - Read scales in weighing packages.
  - Make change when selling stamps.
- The Theatre—grades 1-3:
  - Develop a list of 30 vocabulary words relating to careers in the theatre.
  - Role-play purchase of theatre tickets, costumes, etc.
  - Study history of theatre.
  - Construct posters on promotion of plays.
- The Home and Family—grades 1-3:
  - Help students keep a log of work they do at home.
  - Invite students to go grocery shopping with their parents and give report to class.
  - Involve the class in drawing pictures of home.
  - Ask students to write short stories about home.
- The Fire Department—grades 1-3:
  - Invite a member of local fire department to speak to class.
  - Involve the class in a discussion on importance of fire extinguisher.
  - Conduct a fire drill
  - Compose a list of fire safety and prevention rules.

•The Motel—grades 4-6:

- ✓ List as many words associated with motels as they can.
- ✓ Discuss the process of managing a motel.
- ✓ Determine the best locations for motels.
- ✓ Construct posters for advertising for motels.
- ✓ Role-play operating a motel.



•The Dentist—grades 4-6:

- ✓ Role-play different workers in a dentist's office.
- ✓ Construct 25 new words dealing with the dentist's office.
- ✓ Demonstrate the proper procedures for using dental floss and brushing teeth.
- ✓ List the prices for dental services: cleaning, filling, x-rays, and extractions.
- ✓ Compute the average cost of a family of four for dental care for one year.

•Transportation—grades 4-6:

- Discuss the different types of transportation--land, air, sea, etc.
- Estimate the cost of maintaining a car for one year.
- Write letter to various travel bureaus for pamphlets on transportation.
- Select one career in transportation and give oral report on it.

•The Telephone—grades 4-6:

- Contact the telephone company for materials to utilize in this unit.
- Research the history of the telephone industry.
- Familiarize students with learning their area codes.
- Disassemble an old telephone to study parts.
- Draw charts to show how sound travels.
- Compare daytime, nighttime, and weekend telephone rates.

•County Courthouse Officials—grades 4-6:

- Choose five courthouse officials and discuss the roles of these workers.
- Invite a courthouse official to visit your class.
- Take a tour of the local courthouse.
- Construct a list of vocabulary words dealing with the courthouse.
- Construct bulletin boards on courthouse officials.
- Read issues of local paper for articles on courthouse officials.

Q. What are some special AWARENESS PROJECTS?

A. One of the most popular projects throughout the KVEC area is the CAREER EDUCATION CONTEST. Below are the GUIDELINES for the awareness phase of the contest:

1. Contestants will be classes rather than individuals and will compete at their grade level.

2. Students will participate in a performance activity, preferably a focal point, of a career education unit.

3. Students will display, demonstrate, and/or explain a project(s) which grew out of the career education unit.

4. Contestants will be judged according to the following criteria:

   a. 50 points—evidence of academic concepts and skills in unit.

   b. 20 points—evidence of career education concepts and skills in unit.

   c. 20 points—quality and quantity of student involvement in unit.

   d. 10 points—evidence of creativity in content and delivery of unit.

ADDITIONAL INFORMATION:

1. Performance activities may include:

   a. A presentation of a play, such as "Tom Sawyer," from a theatre unit.

   b. A demonstration of a barber shop in operation, from a personal services unit.

2. Projects may include:

   a. Replicas of family members from a family unit.

   b. A hand-made canoe from a transportation unit.

   c. A model house from a construction unit.

3. Academic concepts and skills to demonstrate may include:

   a. Language arts—listening, reading, speaking, and writing, displayed in readings, interviews, discussions, and letter-writing.

   b. Math skills—addition, subtraction, multiplication, used in learning about the bank, grocery store, coal industry, etc.

   c. Social studies—understanding the history of a career; how different careers call for different lifestyles; and how an industry such as coal affects those around it.

4. Examples of career education concepts and skills are:

   a. Career Awareness

   b. Decision-Making

   c. Economic Awareness

   d. Educational Awareness

   e. Human Relations Skills

   f. Positive Attitude Toward Work

   g. Positive Self-Concept

5. Participants will be interviewed by the judges after the presentation. Questions will be designed to ascertain students' comprehension of academic and career education concepts and skills presented in the unit, as well as their involvement in planning and implementing the unit.

6. No restrictions are placed on the career education units, i.e., they may have been taught three years ago or within the past month. They may be derived from any source.

7. Classification of grade level for competition when combined grades are in a single class will be determined by the majority of the class.

8. The following regulations apply only to Special Education classes:

   a. A minimum of eight must participate in the unit.

   b. Primary Special Education classes will compete against other Primary Special Education classes, and Intermediate Special Education classes will compete against other Intermediate Special Education classes.

   c. Competition is limited to EMR classes.

Another special project which schools in the KVEC area participate in is a unit which involves 4-H projects. Teachers in one school, Carr Creek Elementary in Carr Creek, Kentucky, decided to combine 4-H projects with career education activities. Here's what happened:

1. Three teachers planned a horticulture unit with their fourth grade students.

2. The goals and objectives of the unit included:

   a. to teach the fundamentals of growing plants and vegetables;

   b. to teach the basics of tree planting and its relationship to conservation;

c. to teach the rudiments of salesmanship;

d. to teach community beautification and community pride;

e. to integrate these goals and objectives with the fundamental academic concepts that are necessary for fourth grade students.

3. Among the more important activities were the following:

a. Students planted hundreds of coleus flower seeds and Ramapo tomato seeds and cared for the plants in the classroom until they were sold during a Mother's Day Sale to students, faculty, and community.

b. Students sold over 1,500 packages of flower seeds in the community, practicing salesmanship techniques taught in the classroom.

c. Students planted flowering crab, pink dogwood, scotch pine, burning bush, and scarlet maple on the school grounds. In addition, several nearby church grounds were beautified and most students planted trees around their homes.

4. Resource persons figured prominently in the unit. A county extension 4-H agent furnished materials and technical expertise on gardening. A local florist taught the students flower arranging. Resource persons from the Kentucky Forestry Service visited the school and demonstrated tree planting methods and furnished the trees for planting.

5. In addition, the students made a field trip to the Robinson Experiment station in Quicksand, Kentucky, where the superintendent explained the greenhouse operation.

6. Academic concepts and skills were prominent in the unit as evidenced by the following:

   a. the life cycle of plants;

   b. the propagation of plants;

   c. the influence of natural water on plant growth;

   d. the parts of a flower;

   e. state flowers;

   f. products of a tree;

   g. the history of Santo;

   h. creative writing;

   i. reading and vocabulary lists;

   j. thank-you letters;

   k. fractions;

   l. making change;

   m. addition, subtraction, and multiplication;

   n. music; and

   o. salesmanship.

7. Evaluation of the unit indicated that students performed higher than normally. Scores on teacher-made tests in spelling, arithmetic, and vocabulary were outstanding. The reading teacher indicated that students as a whole performed better than normally and that slow learners in particular learned words that were different for them due to the hands-on-activities. The general supervisor who made periodic visits to the classroom indicated that students were measurably able to relate their experiences in the unit. Finally, the principal indicated that the community had received the project enthusiastically, and that the efforts of the students had done much to strengthen relationships between school and community.

(Additional information on this unit can be procured by contacting: Mr. Vesper Singleton, Principal, Carr Creek Elementary School, Carr Creek, Kentucky 41807.)

Some Concluding Thoughts. . .

- If your schools are organized into K-8 and 9-12 patterns, then it might be advantageous for you to implement awareness activities in all grade levels but to concentrate your main efforts in grades K-8.

- Rather than trying to expose a class to a cluster, you might choose a job family within a cluster to concentrate upon.

- Do not attempt to emphasize all concepts in career awareness at once; instead you might choose three or four to work on at first, then move to others later.

- The most effective inservice is one conducted within the school with most—or all—of the faculty working on common students needs.

- A school's plan for career awareness or an awareness handbook is easy to compile and facilitates implementation.

CAREER EXPLORATION

Some Introductory Thoughts. . .

This chapter, according to the KVEC career education program, attempts to:

- define career exploration;
- discuss the challenge of exploration in rural Appalachia;
- list approaches to developing exploratory activities;
- identify special exploration projects which schools or individual teachers might implement at a minimal cost;
- conclude with suggestions for developing and implementing exploratory activities.

Q. What is CAREER EXPLORATION and what does it strive to accomplish?

A. Career exploration, usually the second phase in career education, receives major emphasis in the middle schools and junior high schools. Building upon the awareness phase, the exploration phase assists students in answering the following questions: 1) Who am I? 2) What do I want to be? and, 3) What must I do to get where I want to go?

In short, the exploration phase provides opportunities for exploration of self, society and one's role in society. It includes the working role and the importance of satisfying, productive, and meaningful work in one's life. Career considerations are central to the exploration phase.

Thus, the exploration phase usually centers upon the U.S. Office of Education's 15 career clusters as the focal point. Using the cluster approach is an excellent strategy; however, keep in mind that the primary purpose of exploration is to explore self in relation to the cluster, not just exploration of the cluster per se.

Below is a list of the 15 career clusters identified by the U.S. Office of Education:

Agri-business and Natural Resources
Business and Office
Health
Public Service
Environment
Communications and Media
Hospitality and Recreation
Consumer and Homemaking Education
Manufacturing
Marketing and Distribution
Marine Science
Personal Services
Construction
Transportation
Fine Arts and Humanities

Q. How do I DEVELOP Career Exploration Activities?

A. There are a number of ways one might develop exploratory activities; however, allow us to share the following ways which we found to be effective in the KVEC career education program:

- by conducting exploration workshops;
- by using both the inter-disciplinary approach and the individual-teacher approach to teaching exploratory activities;
- by involving students in independent study; and
- by exploring careers.

Now let's take a look at each one. . .

- by conducting exploration workshops;

The key to effective workshops is an effective plan and a meaningful coordination of topics and activities. Each workshop, whether it is after school, on Saturdays, or during the summer, can be broken into simplified sections for a better understanding of career exploration. See chapter two, page 33, for a day-by-day breakdown of a possible career education workshop.

- by using both the inter-disciplinary approach and the individual-teacher approach to teaching exploratory activities;

The interdisciplinary approach, utilizing several teachers from various subject areas, has several strong points. This method insures that career exploration activities are infused into numerous disciplines; it reaches more students; and it provides for more planning and cooperation among teachers. The individual-teacher approach, especially where it is a self-contained situation, has greater flexibility with community involvement, field trips, classroom management, schedules, and teaching techniques. See chapter three, pages 52-56, for examples of these approaches.

•by involving students in independent study;

Many students at the exploration phase enjoy doing independent study, which requires a minimum amount of instruction from the classroom teacher. The more capable students might take subjects in which they are especially interested; conduct research on their history; pursue the possibility of careers; prepare class demonstrations, etc. Students are not stymied by other students and can proceed at their own rate.

If a student is an avid music fan and enjoys playing an instrument as a hobby (s)he might wish to study "Dramatic Arts and Music" for an independent project. He/she might research various careers related to the area; infuse it with each of his/her subjects; and demonstrate his/her music skills by playing an instrument. In this way, he/she will be able to show how a hobby might become a possible vocation.

Do you know students who might be interested in doing an independent study?

•by developing articulation alternatives;

Articulation is defined and explained in chapter one, page 21; however, a format for developing an articulation plan utilizing the cluster approach can be seen on the following page.

An Articulation Plan

DIRECTIONS: Place a check mark (✓) in the appropriate grade level.

CAREER CLUSTERS	7	8	9
Public Services			
Health			
Consumer Homemaking & Related Careers			
Agri-Business & Related Careers			
Hospitality & Recreation			
Personal Services			
Construction			
Manufacturing			
Communications & Media			
Transportation			
Marketing & Distribution			
Environmental Control			
Business and Office			
Fine Arts & Humanities			
Marine Science			

Q. What are some ways that KVEC area students explore careers?

A. Again, there are a number of ways in which KVEC area students, or any students, might explore careers. Four ways which work effectively for us are:

- reading career materials;
- interviewing people who are in the career;
- working part-time in a career; and
- attending career conferences.

Now, let's take a look at each. . .

•reading career materials;

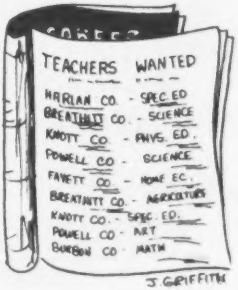
Career literature presents facts about jobs. It includes a variety of printed materials that describe the world of work, its organization, rewards and benefits. It also tells how and where a person can prepare to enter a field and the requirements that workers must have to enter and to remain or advance in a job. Following are questions which students might ask themselves when choosing career literature:

•What is the date of the publication?
Many publications about careers become out-dated because of change. For example, the longshoreman's job is changing rapidly because of automation. There is not only change in what workers do, but there is also change in the number of people needed for careers. Therefore, students need to carefully note when the material was published.

•Do the skills performed and tools and equipment used in the career interest them?
Almost all publications will describe the nature of the work performed and the tools and equipment used. Students reading these descriptions should constantly ask themselves if these workers do tasks that interest them.

•Where is the work done?
The setting in which the work is done might be considered. Students might ask themselves whether the setting and the conditions of work are personally appealing.

•What is the demand for workers?
Most publications will give students an idea of the outlook for careers. They will describe employment trends in careers over the next five, ten or twenty years.


TEACHERS WANTED
HARLAN CO. - SPEC ED
BREATHITT CO. - SCIENCE
KNOTT CO. - PHYS. ED.
POWELL CO. - SCIENCE
FAYETT CO. - HOME EC.
BREATHITT CO. - AGRICULTURE
KNOTT CO. - SPEC. ED.
POWELL CO. - ART
BOURBON CO. - MATH
J. GRIFFITH

•**What is required to enter and succeed in careers?** Publications will usually Publications will usually describe the education and training, the abilities and aptitudes, and the interests that are needed to enter and succeed in careers.

•**How do students enter careers?**
The methods of entering careers are important. Usually publications will tell students whether assistance in entering may be given by unions, professional organizations. employers, school or college placement offices, etc.

•**How do students advance in the careers?**
Readers might note any description of the usual lines of promotion or transfer to related careers. Years of service, more education and experience, and taking and passing examinations are among the ways which students might advance in careers.

•**What are the earnings?**
Usually statements are given about beginning and average earnings of career people.

THERE ARE THREE THINGS A GOOD SOLDIER SHOULD ALWAYS DO... STAY IN TOP PHYSICAL CONDITION... BE INTELLIGENT AND ALERT AND... DU... DU... AND...
J. GRIFFITH

•interviewing workers;

A good source of information about the skills needed in careers and what preparation is needed to accomplish those skills are ones who work in those careers. While interviewing people who are employed in careers, at least three points might be kept in mind. First, workers might not provide objective answers all the time. Biases are not usually intentional; however, workers might have experienced situations in biased manners. Also, some workers might exaggerate somewhat or might reveal only part of the truth about how hard they must work; how they entered the career; what they actually do; and maybe the satisfactions they get from being in the career.

Second, workers might not be aware of the need for other workers in their careers. They might be able to describe the demand for workers in the local area, but their knowledge of the need elsewhere and the long-range forecast of employment in their careers might be limited.

Third, all workers might not be completely familiar with the facts about their careers. Despite these difficulties, talking to workers is often an effective source of information. Sometimes it is the only source, for printed information about careers might not be available. The workers' employers can also be interviewed and they might be able to add to what the workers have presented about their careers.

•working part-time in selected careers;

A third way of obtaining information about careers is to gain actual work experience in selected careers during school holidays, summers, or after school hours. For example, students interested in medicine might work as nurse's aides, orderlies, etc. Gaining first-hand experiences by part-time work gives students information by doing the work responsibilities and also enables them to talk with other workers about their careers.

In the KVEC area, several systems have work experience programs operating during school hours. Students work with local business, industrial, and professional personnel one or two hours a day as part of the regular class load. Work experience will be covered more extensively in chapter five of this manual.

•attending career conferences;

Career conferences are group meetings held with workers from different careers who give students information about their work. When a number of these conferences are held on the same day, it is commonly called a *Career Day*. Such conferences are useful for finding out what careers are available and for learning more about the students' choices of careers.[1]

Q. How do I IMPLEMENT Career Exploration Activities?

A. Once again, there are a number of ways you can implement career exploration activities. Two effective ways of implementing career exploration activities in the KVEC area are the EXPLORATION HANDBOOK and the FOLLOW-UP VISITS. Since the follow-up visits are discussed extensively in chapter two let's take a look at the exploration handbook.

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[1]Bruce Shertzer, *Career Exploration and Planning* (Boston: Houghton-Mifflin Company, 1973), pp. 194-197.

•exploration handbook

This is easy to compile, and it establishes what type of exploration activities are to be conducted and when; it serves as a road map for personnel to follow; and it provides an overview of a school's exploration program. The following possibilities might be considered in the format:

- •Philosophy of Career Exploration
- •Statement by Board of Education supporting Career Exploration
- •Objectives
- •Scope and Sequence
- •Plan for Contacting Businesses
- •Participating Businesses
- •Guidelines for Advisory Council
- •Training Plan for Students
- •Supervisory Plan for Students
- •Public Relations
- •Evaluation Methods

Q. What are some SELECT EXPLORATION ACTIVITIES which I might conduct?

A. Some select exploration activities which teachers throughout the KVEC area have successfully conducted are the following: (These activities are listed by career cluster and career education concepts and skills.)

CAREER CLUSTERS

•*Natural Resources and Environmental Careers*

- ✓Write letters to the State Department of Wildlife, inquiring about different jobs in natural resources and environmental careers.
- ✓Compile a scrapbook on environmental careers.
- ✓Interview various local workers involved in natural resources and environmental careers.
- ✓Create a model depicting the jobs available locally in natural resources and environment. Include the work site. A variety of techniques could be used: papier mache, play dough, clay, etc.

- "Shadow" workers in the natural resources and environmental careers and report to class on their activities.

- Conduct an independent study on any phase of the cluster in which students are interested.

NOTE: With the shadowing technique, the student accompanies a worker for a full day on the job. Most schools declare a day for shadowing technique, and have several students, grades 7-9, accompanying people on the job. Both shadowing and the independent study can be used with any career cluster.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Fine Arts and Humanities*

- Explore various techniques on writing skits; then write and produce a play for sharing with school and community.

- Compile a list of vocabulary words from careers and activities in Fine Arts and Humanities.

- Study the history of drama in the state, with emphasis on the current play productions that are being performed in the various state parks.

- Attend an outdoor drama (if season allows). Arrange, prior to visit, for a backstage interview with the cast; also, note costuming and props.

- Review a unit on poster-making and work in committees to make and design posters.

- Conduct an independent study on music which originated in the area. This has numerous possibilities in Fine Arts and Humanities. Students might perform before the class.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Health*

- Study food groups and nutrition. Plan menus for a family of four for one week.
- Invite a dietitian to the class as a resource person. Prepare a meal in class. Serve.
- Write to the *National Institutes of Health* for information about the kinds of research being conducted by this agency.
- Construct bar, broken lines, and circle graphs as students study statistical information received from the *National Institutes of Health*.
- Tour a hospital or clinic. Explore the various careers available.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Public Service*

- Construct bulletin boards, illustrating ten careers in the public service cluster.
- Develop a vocabulary list of the terms relating to public services.
- Write short stories or poems about public service workers.
- Study local public service careers. Set up a simulated town, depicting a community with public service careers and one without public service careers.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Communications and Media: The Newspaper*

- ✓Study the art work and layout in newspapers.
- ✓Conduct an interview with an editor of a local newspaper.
- ✓Visit the printing office of a newspaper.
- ✓Produce a school newspaper.
- ✓Study the budget for a local newspaper.
- ✓Study the history of newspapers in the United States.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Construction*

- ✓Construct a chart which represents groups that are dependent upon the construction industry.
- ✓Collect and identify various architectural designs.
- ✓Research the cost of building a house.
- ✓Study want ads that relate to construction careers.
- ✓Study drafting of blueprints for construction.
- ✓Invite a carpenter to the class as a resource person.
- ✓Construct a model house.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Transportation*

- Research the growth of the transportation industry in the United States.
- Devise a list of words relating to transportation.
- Visit the local airport.
- Choose a career from land, water, and air transportation and give a report on these careers.
- Construct models of different types of transportation.
- Create a mural depicting the history of transportation in the United States.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Consumer and Homemaking*

- Study lifestyles of people in various careers; then, consider how lifestyles affect the consumer and homemaker.
- Visit local supermarkets and compare prices.
- Interview a dietitian.
- Develop a menu for a family of three for a week.
- Role-play a family, using information acquired in the above activities.
- Interview a housewife and inquire about the different facets of home management.
- Conduct a self-study on "The Student as Consumer" and chart it for one week.
- Use issues of *Consumer Reports* for panel or group discussions, or individual reports.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Radio and Television*

- Write and present a complete news broadcast, including commercials.
- Study the difference between AM and FM radio.
- Chart the rise of the television industry.
- Visit and observe a local radio or television station.
- Arrange for an activity which allows students to communicate school news to the entire student body and the local community. (e.g. Plan a school news program entitled "Students Speak" which gives the students an opportunity to communicate school news to the entire student body via the intercom and via the local radio station.)

AND NOW FANS, HERE WE ARE ONCE AGAIN BRINGING TO YOU "STUDENT SPEAKS" VIA THE GOOD 'OLE INTERCOM STRAIGHT FROM "HOG-JAW" HIGGIN'S OFFICE!..
PRINCIPAL
J.GRIFFITH

•*Agri-Business*

- Trace farm improvement methods.
- Compute cost and profit for a given crop.
- Draw a United States map, labeling the farm belt.
- Compile a list of agri-business terms.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Hospitality and Recreation*

- ✓ Interview a restaurant worker.
- ✓ Draw a state map, plotting the recreational areas in the state.
- ✓ Construct a model recreation site, such as motel, restaurant, recreational facilities, etc.
- ✓ Design place mats.
- ✓ Visit a motel restaurant—arrange for lunch at the restaurant; interview the manager to learn about motel management.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Manufacturing*

- ✓ Compile a notebook on manufacturing.
- ✓ Visit a local manufacturing site.
- ✓ Set up an assembly line and manufacture an item to sell.
- ✓ Compile the cost and profit of an assembly line.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Business and Office*

- ✓ Research and report on the business and office cluster.
- ✓ Compile a list of terms relating to the business and office cluster.
- ✓ Invite the business and office teacher to speak to the class.
- ✓ List as many machines as possible which are utilized in an office.

- Visit a local business and report on the experiences.
- Visit a vocational school; arrange for some demonstration of and some hands-on-experiences on the operation of machines.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

CONCEPTS and SKILLS

•*Career Awareness*

- List four characteristics of careers which students hope to enter.
- List five personal characteristics and skills pertaining to the career choices.
- Discuss the comparison of the cost of training and income for the chosen careers.
- Conduct a personal inventory to identify personal assets and liabilities as they relate to employment.
- Prepare a career file.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Economic Awareness*

- Chart personal expectations for income as opposed to probable income from careers.
- Itemize expenditures relating to career pursuits.
- Keep an individual record for a month of all money students receive, spend and save.
- Collect advertisements on products of the same type by different manufacturers or producers, and compare advertisement techniques aimed at certain consumers, such as age, social or economic groups.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Educational Awareness*

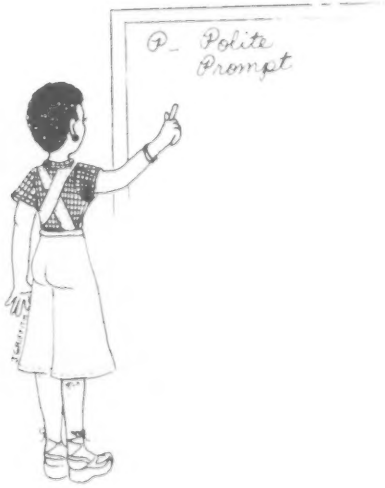
- ✓ List present career choice(s).
- ✓ Analyze self in relation to career choice(s).
- ✓ Chart necessary education and training required for career choice(s).
- ✓ Research economic conditions in relation to lifestyles.
- ✓ Conduct interviews of a retired person on a fixed income, a disabled individual, and self-employed business executive. After the interviews, discuss their apparent lifestyles and the conditions that might have determined them.
- ✓ View selected television series and compare and contrast lifestyles.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

•*Decision-Making*

- Ask each student to carry a paper for one school day and write down every decision (s)he makes. The student will later review the paper to see if a different decision should have been made, and if so, what the results would have been.
- List individual responsibilities used in a decision-making situation.
- Collect statistical data on the number of times an individual will change jobs during a lifetime. Convert this data to charts/posters.

WORK SPACE FOR ADDITIONAL ACTIVITIES:



•*Human Relations Skills*

- Conduct class discussion on human-relations skills.
- Make posters, relating personal attitudes and skills to success.
- Role-play a situation displaying unacceptable behavior.
- Make an acrostic of the word *friendship* and beside each letter write words which describe the kind of friends students like.

  Example: F - forgiving, friendly

WORK SPACE FOR ADDITIONAL ACTIVITIES:

- *Positive Attitudes Toward all Types of Work*
  - ✓ Conduct class discussion on impact and importance of work in one's life.
  - ✓ Choose ten different careers; list why the careers are important.
  - ✓ Define work, and ask students to share their meaning of the word.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

- *Positive Self-Concept*
  - ✓ Define self-concept and discuss importance of good self-concept.
  - ✓ Role-play the importance of positive reinforcement.
  - ✓ Chart good deeds students do for a week.

WORK SPACE FOR ADDITIONAL ACTIVITIES:

GOOD DEEDS WE HAVE DONE:
1. TOOK OUT TRASH.
2. HELPED A CAT OUT OF A TREE.
3. WASHED THE family CAR.
4. LENT MY BALLGLOVE TO SOMEONE.
5. SWEPT THE CLASSROOM.
6. MADE ALL A'S.
7. PAINTED FLOWER BOXES.
8.

Q. What are some SPECIAL EXPLORATION PROJECTS which I can implement in my school?

A. The KVEC career education program has found the following special exploration projects to be very effective in stimulating career education interest in students:

- sponsoring a career education contest;
- conducting a summer exploration program;
- coordinating self-awareness and occupational information sessions;
- meshing 4-H activities with career exploration;
- developing mini-activities.

Now, let's look at each one. . .

- SPONSORING A CAREER EDUCATION CONTEST

Q. What are some GUIDELINES to follow?

A. The following is a set of guidelines which the KVEC career education program developed for their annual contest:

GUIDELINES

- The student(s) will demonstrate by simulation, hands-on exploration of a career or a job family of careers.
- An individual student or team of not more than ten students may present a demonstration.
- Demonstrations will be judged according to the following criteria:
  - ✓ 30 points—evidence of academics relating to the career(s).
  - ✓ 20 points—evidence that the student(s) is/are aware of attitudes and skills needed for the career(s).
  - ✓ 10 points—effectiveness of model or equipment used in the demonstration of career exploration.

- ✔10 points—evidence of student work in developing/securing model or equipment.

- ✔15 points—organization and presentation of demonstration.

- ✔15 points—interview with judges.

ADDITIONAL INFORMATION

- Some examples of hands-on demonstrations are:

  carpenter—building a dog house.

  miner—operating a miniature tipple.

  mechanic—tuning a carburetor.

  lawyer—drawing a will

  plumber—unplugging a clogged sink.

  doctor—diagnosing an illness.

  nurse—taking blood pressure.

- One student might wish to demonstrate his/her exploratory experience as a carpenter or a group of ten or less students might wish to demonstrate the building of a scaled house and the family of jobs involved in house construction. One student might demonstrate how to play the guitar while a group of students might demonstrate excerpts from "The Music Man."

- There will be two categories of competition: Individual and Team. An individual must demonstrate skills needed in at least one career, but may demonstrate more than one, if (s)he chooses. A team must demonstrate skills needed in at least one career for every two members; (e.g., ten members on the team would necessitate demonstrating skills needed in five different careers.)

- Examples of judging criteria are:

  - ✔academics relating to career: math to a carpenter, science and health to a physician or nurse, literature to the feeling of an actress, physics to a farmer, etc.

- examples of evidence that students are aware of attitudes needed for career(s) include: enthusiasm for work, pride in doing work well, cooperation in working on a common task;

- examples of evidence that students are aware of skills needed in career(s) include: manual dexterity for a plumber and mechanic; physical endurance for a miner; spatial perception for a sign painter;

- examples of effectiveness of model or equipment in the demonstration: a model house, partially nailed together for easy assemblage/disassemblage; tools labeled and displayed on a bench between judges and participants;

- examples of student work in developing/securing model: model house appears to be students' work; student explains process(es) (s)he underwent to secure carpenter's equipment, etc.;

- characteristics of effective presentation; strong voice, poise, and confidence;

- examples of typical questions which may be asked by the judges:

  - How does English, math, social studies, etc., relate to the career?

  - How do you feel now about the career(s) which you have explored?

  - Do you enjoy work?

  - What do you like/dislike about the career(s)?

  - Can you name and explain the tools of the career(s)?

  - What are the job entry qualifications for the career(s)?

- Demonstrations are not to exceed twenty (20) minutes.

- CONDUCTING A SUMMER EXPLORATION PROGRAM

Q. What kinds of activities are included in this program?

A. The main purpose of this program is to expose 7th, 8th and 9th grade students to a wide range of career opportunities. By participating in this kind of program, students gain hands-on-experiences; thus, enabling them to decide what they like and dislike about certain careers.

(For an indepth "How To" guide on this topic, please contact: Dr. Owen Collins, Director of Career Education, Kentucky Valley Educational Cooperative, Box 1118, Hazard, Kentucky 41701.)

•COORDINATING SELF-AWARENESS AND OCCUPATIONAL INFORMATION SESSIONS.

Q. **What do I need in order to conduct these sessions effectively?**

A. To conduct these sessions effectively, the following materials would be most helpful:

- a list of clusters and their functions;
- an application form for a social security card;
- a job application form;
- a self-awareness inventory;
- if possible, the movie, "The World of Work"; and
- a list of reasons why people work.

The above packet of materials can be covered in approximately one hour.

(For an indepth "How To" guide on this topic, please contact: Dr. Owen Collins, Director of Career Education, Kentucky Valley Educational Cooperative, Box 1118, Hazard, Kentucky 41701.)

•MESHING 4-H ACTIVITIES WITH CAREER EDUCATION

Q. Who do I contact for assistance with this project?

A. If you have active students in 4-H clubs, you might contact your county 4-H agent for assistance. The KVEC has found that career exploration activities and 4-H activities are very compatible.

Q. What are some MINI-ACTIVITIES I can conduct in my school?

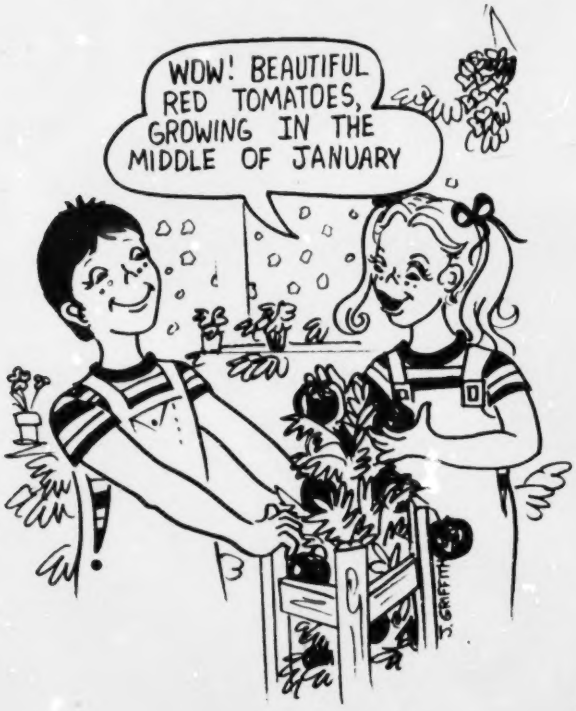
A. Below are focal points of mini-activities of career education units which teachers might conduct. The focal point of a unit is that which is to be viewed by the school and community. It is the visible, such as a completed construction project or presentation of a drama associated with the unit, etc.

GRADE LEVEL	JOB CLUSTER	UNIT TITLE	FOCAL POINT
7	Health	Nutrition	Developing a weekly balanced diet
	Natural resources and Environmental Control	Environmental Careers	Developing a land-use plan for a small area
	Manufacturing	Manufacturing	Simulating an assembly line to create candleholders and bookends
	Public Services	Public Service and You	Writing and presenting short skits involving public service problems and solutions
8	Transportation	Transportation	Constructing a model city, depicting land, water and air transportation
	Marketing and Distribution	Marketing and Distribution	Developing a simulated marketing-distribution center
	Fine Arts and Humanities	Play Production	Presenting a musical drama, "America, the Melting Pot"
	Personal Services	The Barber/ Beautician	Simulating a barber shop and beauty salon
	Hospitality and Recreation	Our Park and Recreation Sites	Simulating a motel-restaurant designed by students

Grade Level

MINI-ACTIVITIES
(Continued)

	Job Cluster	Unit Title	Focal Point
9	Business & Office	Training in Business & Office	Conducting individual work experiences in vocational school or in public or private offices where students work for short time periods
	Construction	Carpentry	Constructing a model home
	Agri-Business	Farming	Developing a greenhouse, with plants to be sold in the spring—(Tomatoes, etc.)
	Communications and Media	Radio-TV Broadcasting	Planning programs for broadcasting on "Student Talks" for radio and T.V.



Some Concluding Thoughts. . .

- Begin your program on a limited basis. It is practically impossible to implement a comprehensive career exploration program in one year.

- Develop your program to fit local needs. Techniques that work in another project might not work in yours.

- Organize your inservice for developing exploration activities so that performance objectives for participants are clearly identified for each session, day, etc.

- Follow-up participants in the inservice. This will usually insure the implementation of exploration activities.

- A school's plan—or exploration handbook—which details in writing the what, when, where and how of exploration, will facilitate implementation.

- If exploration is to succeed, modifications in the present scheduling procedures are necessary.

- If your school is organized in a pattern of grades 1-8 and 9-12, it may be wise to fit exploration into grades 7-8, rather than 7-9, as previously suggested.

CAREER PREPARATION

MR. PIPPINO, THIS IS SUZIE AND JOHNNY. THEY'LL BE HELPING YOU IN YOUR PIZZA PLACE AS PART OF OUR WORK EXPERIENCE PROGRAM!
J. GRIFFITH

Some Introductory Comments. . .

This chapter, according to the KVEC career education program attempts to. . .

- •define career preparation;
- •discuss the challenge of job preparation in rural Appalachia;
- •list approaches to developing career preparation activities;
- •explain alternatives in implementing career preparation activities;
- •identify special preparation projects which schools or individual teachers can implement at a minimal cost;
- •conclude with general suggestions for developing and implementing career preparation activities.

Q. What is CAREER PREPARATION?

A. Career preparation, phase three, generally receives primary emphasis during grades 10-12. The goal of this phase is to make a career possible, meaningful, and satisfying to each individual. The specific objectives of the preparation phase are:

- To provide each student adequate preparation in a selected career cluster in preparation for job entry and/or further education;

- To conduct curricular activities which will develop self-awareness and decision-making skills;

- To increase student motivation by relating his/her studies to the world of work;

- To provide guidance and counseling in preparation for employment and/or further education;

- To place all students, after they leave high school, in: 1) a job; 2) a post-secondary career education program; or 3) a four-year college program;

- To maintain follow-up of all dropouts and graduates and to use the resulting information for program revisions.

The great end of education is to discipline rather than to furnish the mind—to train it to use its own powers, rather than fill it with the accumulation of others.

—Tryon Edwards

Q. What are some CHALLENGES in implementing CAREER PREPARATION in rural Appalachia?

A. Among the challenges are:

- Many secondary school teachers tend to see the teaching/learning process arranged in tight little packages, each clearly identified and labeled—such as, "English Lit., Mr. J. Doe, Room 123, 4th Period," and that arrangement takes care of 30 assorted students for sixty minutes.

•In addition to other problems, high schools in rural Appalachia have a very high drop-out rate, often as high as 50 percent. The challenge of preparation in rural Appalachia, then, is: to re-orient the high school emphasis/curricula so that it better prepares students. That, to be sure, is no easy task, but with proper planning, development and implementation, changes can be made.

Q. How do I begin to DEVELOP preparation activities?

A. Four steps which the KVEC area schools have found to be effective are:

STEP 1 — You can get the faculty involved by conducting inservice meetings.

STEP 2 — During the inservice meetings, teachers might review their school philosophy. If it does not meet the needs of the students, you might consider adjusting it to meet the needs of all concerned.

STEP 3 — Before you begin changing/altering the existing curriculum you might consider developing a list of basic facts/assumptions concerning the student body.

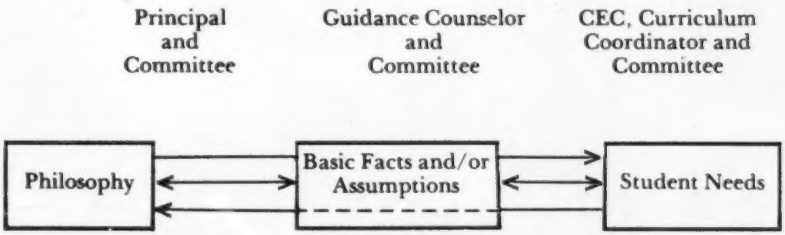
STEP 4 — After identifying a list of basic facts/assumptions you might survey the students, parents, community, business and industry, and teachers, and ask them to prioritize the student needs.

Q. If my school decides to update our school philosophy and to identify basic facts/assumptions and student needs, who would be the most effective personnel to develop each topic?

A. Oftentimes we have found the principal along with faculty members, students and parents, to be very effective in developing a school philosophy; the guidance counselor to be an effective chairperson on a well-represented committee of school-community people to develop basic facts/assumptions, and, the career education, the curriculum coordinator, and a committee of school-community people to identify the students needs.

After the different committees develop their respective topics, it can be very helpful to have an interchange of ideas by responding to another committee's topic.

Below is an illustration:



Q. CAN YOU GIVE ME AN EXAMPLE OF AN EFFECTIVE CAREER EDUCATION SCHOOL PHILOSOPHY?

A. An effective career education school philosophy might be similar to one of Rosemont High School:*

Philosophy of Rosemont High School

Introduction

Rosemont High School is small; it includes 300 students and 15 full-time teachers. The school is located in a rural and mountainous area. The economy of the area is limited, based primarily upon the mining industry, with a small number of manufacturing industries and some agriculture.

**Rosemont High School is an imaginary high school used as an example only.*

Purpose

The purpose of Rosemont High School is to provide learning experiences which will prepare students for: 1) entry into post-secondary education; 2) entry into the world-of-work; and 3) preparation for a successful and satisfying life for all students, whatever their goals may be.

Purpose

Rosemont High School believes that it should teach academic information for both immediate and future use; that it should develop academic skills—reading, mathematical computation, communication, both oral and written interpretation and extrapolation of data, and problem solving; that it should promote appreciation for the humanities—art, history, music, etc.—and the sciences; that it should develop self-concepts essential for self-fulfillment and social interaction; that it should disseminate career information to facilitate the exploration of future career pursuits; that it should provide actual work experience to enable students to perform adequately in the world-of-work; and that it should promote good physical and mental health.

In addition, Rosemont High School believes that the curriculum should focus upon the needs of the students; that the curriculum should enable students to acquire a broad vision of the economic structure, labor market, and the working world; that the curriculum should prepare students for living and for making a living; that the curriculum should offer opportunities for self-appraisal, self-awareness, human relations, and the development of the ability to cope with change; and that the curriculum should be practical and offer learning experiences which are related to every day living.

Q. What are some basic facts about students that I can identify?

A. Remember to keep in mind that a fact is "a statement which can be proved or documented." The following are basic facts about Rosemont High School students:

- Fifty percent (50%) of the students who begin the 9th grade drop out of school before graduating.
- Fifty percent (50%) of the entering freshmen are deficient in math and English.
- Twenty percent (20%) of the 11th and 12th grade students attend the vocational extension center.
- Forty percent (40%) of the students who graduate go to college.
- Forty percent (40%) of the students who go to college remain until graduation.
- Twenty percent (20%) of those who go to college "flunk out."
- Twenty-five percent (25%) of the seniors obtain jobs immediately after graduation.
- Fifteen percent (15%) of the seniors get married immediately after graduation.
- Fifty percent (50%) of the seniors are below the state average on the ACT and SAT.
- Sixty percent (60%) of the students fail at least one or two courses before graduating.

Can you think of more facts?

If so, write them here. . .

Q. Now that I have identified some basic facts, how do I determine some ASSUMPTIONS?

A. Keep in mind that an assumption is "believed to be true but cannot easily be proved or documented." The following are basic assumptions about Rosemont High School students:

Basic Assumptions

- Some of the students have a negative self-concept.
- Some of the students are lacking in personal hygiene habits.
- Many seniors cannot correctly complete an application form for post-secondary education or employment.
- Many students have a limited understanding of the American economy and how it operates.
- Some students do not understand the importance of money management.
- Some students do not possess the career skills and knowledge necessary to qualify them for employment.
- Some students do not realize the importance of physical fitness and good grooming habits.
- Many students do not see much relationship between school and the world-of-work.
- Many students, by the time they are graduated, have no idea what they plan to do.
- Many students do not possess the necessary job-seeking skills.
- Many students are deficient in social skills.

- Many students do not realize the importance of "getting along" with other people.
- Some students are not aware of the importance of making wise decisions.
- Many seniors do not understand what is involved in going to college.
- Many seniors do not understand what is involved in going to work.

Q. Okay then, how do I determine the STUDENT NEEDS?

A. One effective method is by reviewing the basic facts/assumptions and re-state them in an objective. The following are student needs at Rosemont High School:

Student Needs

- To possess positive self-concepts;
- To improve personal hygiene;
- To be able to complete correctly an application for post-secondary education or for employment.
- To understand the American economic system and how it operates.
- To understand how to manage money.
- To acquire career skills and knowledge to qualify them for employment.
- To realize the importance of physical fitness and good grooming habits.
- To understand the relationships between school and the world-of-work.

- To adapt to changing and varied conditions in their lives.
- To have necessary job-seeking skills.
- To possess social skills.
- To possess the ability to interact appropriately with other people.
- To possess decision-making skills to solve personal problems and career choices.
- To acquire a broader understanding of what is involved in going to college.
- To acquire actual work experience.

Q. What are some SUGGESTED PREPARATION ACTIVITIES?

A. Among the many possible preparation activities are the following:

- An orientation program for ninth grade students which:
  - explains options for ninth grade students;
  - orients them to the school's program;
  - orients them to the exploration program;
- Career support units which center upon supportive elements such as money management, understanding credit, etc. of suggested topics for career support units.
  - looking, applying, and interviewing for a job;
  - money management;

- buying a car;
- credit and installment buying—advantages and disadvantages;
- using bank services;
- understanding insurance;
- components of working society—labor unions, managements, government, etc.;
- changes and trends in the world-of-work;
- the economics of work;
- contracting for goods and services;
- understanding social security;
- consumer protection;
- owning and operating a small business;
- building a house;
- renting or buying a house;
- understanding taxation and preparing income tax returns;
- human relations in the world-of-work; and
- social skills and etiquette.

•Form an educational partnership between vocational teachers and academic teachers:

- Vocational teachers and academic teachers meet together and isolate the academic skills/concepts necessary for vocational courses.

  EXAMPLE: Students may be deficient in vocabulary when they enter the carpentry shop. The carpentry teacher could develop a vocabulary list that is needed in his/her department. When the English teacher is working on vocabulary, he/she could utilize the list the carpentry teacher developed. The carpentry teacher could reinforce this learning experience by having carpentry students utilize the vocabulary in day to day application.

•Develop a work experience program:

- Provide work experience for a small number of students for at least two hours a day for approximately a month or six weeks;

- ✔ The work experience teaches that there is dignity in all work; there are human relations skills needed in the world-of-work; and that social skills and etiquette are needed to successfully maintain a job.

- Develop a placement program which may include:

  - ✔ information on jobs available in the region;
  - ✔ information on jobs available outside the region;
  - ✔ assistance for students who desire to go to work;
  - ✔ spotting labor opportunities, such as work after school;
  - ✔ adequate provision for appropriate placement within the school curriculum

- Develop follow-up of exciting students: (A "How To" guide has been written on this topic*)

**For a copy of the above guide or additional information on any of the suggested activities contact: Dr. Owen Collins, Director of Career Education Program, Kentucky Valley Educational Cooperative, P.O. Box 1118, Hazard, Kentucky 41701.*

If you can think of additional activities, write them here. . .

Q. How do I INFUSE career support units into existing courses?

A. Some effective ways teachers in the KVEC area infused career support units into existing courses are the following:

- Looking, applying and interviewing for a job can be worked into English III or IV;
- Money management can be worked into math I, math II, home economics or general business;
- Buying a car can be worked into math I, math II, home economics or general business;
- Credit and installment buying—advantages and disadvantages—can be worked into economics, math I, math II, home economics, general business or bookkeeping;
- Using banking services can be worked into math I, math II, English, economics, home economics, general business or bookkeeping;

- Insurance can be worked into health, English, math I, math II, economics, home economics or general business;
- Components of working society—labor unions, management, government, etc.—can be worked into sociology, civics, economics or history;
- Changes and trends in the world-of-work can be worked into sociology, civics, economics or history;
- Contracting for goods and services can be worked into math I, math II, economics, home economics, English, sociology or general business;
- Understanding social security can be worked into history, sociology or economics;
- Consumer protection can be worked into history, economics or sociology;
- Owning and operating a small business can be worked into math I, math II or general business;
- Building a house can be worked into math I, math II or general business;
- Renting or buying a house can be worked into math I, math II, or general business;
- Understanding taxation and preparing income tax returns can be worked into math I, math II or general business;

Q. What are some ALTERNATIVES in implementing career preparation?

A. Some alternatives the KVEC area schools developed are the following:

- Preparation Notebook
  - Our notebook gives a complete overview of preparation activities.
  - Your notebook might include:
    - a list of participants
    - outcomes/observations of inservice
    - complete bibliography
    - newspaper articles concerning inservice meeting
    - photographs taken during inservice meeting
    - philosophy
    - purpose
    - basic facts
    - assumptions
    - student needs
    - units
    - summary of article/book read during inservice
- Follow-up—See chapter II for a detailed discussion of follow-up.

Q. What are some SUGGESTED PREPARATION ACTIVITIES and SPECIAL PROJECTS which I might use in my school?

A. Some preparation activities and special projects with which the KVEC teachers have success are the following:

PREPARATION ACTIVITIES

- Preparing job applications
- Preparing resumes
- Emphasizing career aspects of all subject areas—some examples in chemistry are:

- ✓ asking students to research the community in terms of applied chemistry.
- ✓ utilizing a resource person.
- ✓ conducting a field trip
- ✓ discussing with students examples of how chemistry is utilized in the community.

• Emphasizing work habits/attitudes.

- ✓ selecting a particular attitude to concentrate on each month
- ✓ reinforcing work habits/attitudes:
  - •• doing homework
  - •• bringing tools to the job — pencils, books, etc.
  - •• doing work assignments when supervisor (teacher) is absent
  - •• taking pride in company (school) by not littering the grounds, etc.

• Utilizing career support-units.

• Developing a work-experience program.

• Conducting placement and follow-up.

SPECIAL PROJECTS

• Conducting a career education contest for grades 10-12. Guidelines for the contest are the following:

- ✓ There are three areas in this division:
  - •• college-bound (for students who decided to go to college to prepare for their careers).
  - •• vocational and/or technical school (for students who are pursuing or plan to pursue vocational and/or technical school training — students who have been, or who will be, enrolled in a high school vocational program should enter this area, even if they do not plan to go to post-secondary vocational school).

- ••general (for students who plan to do neither of the above; rather, they have decided to secure a job and/or marry).

✔Each entrant will prepare a career notebook which will be judged according to the following criteria:

- ••5 points—name of career, with entry qualifications;
- ••15 points—a detailed description of what the student has done to prepare himself/herself for this career, either through school or otherwise;
- ••10 points—a detailed description of what the student plans to do to prepare himself/herself for this career, either through school or otherwise;
- ••10 points—evidence that the student is aware of the probable lifestyle which the career will probably dictate;
- ••10 points—evidence that the student has considered his/her personality in relationship to what the career probably will require;
- ••10 points—evidence that the student is aware of attitudes that are important in the world-of-work, such as punctuality, conscientiousness, responsibility, etc.;
- ••10 points—evidence of the decision-making process that led to his/her career choice;
- ••30 points—each entrant will demonstrate or explain for not more than five minutes, some aspect of his/her career.

ADDITIONAL INFORMATION:

•Examples and/or explanations for each judging category are:

- Name of career: Airline stewardess – educational requirements include a high school diploma, academic grade average of "B", and successful completion of a nine (9) month stewardess training program.

- What has been done in preparation: Include courses taken in high school; work experience during and after school; work experience in summer; interviews, either formal or informal; research and; readings;

- What is planned in preparation: Include courses taken in high school; work experience plans; visits to employment offices; contacts of persons related to your career – if you plan to go to college, how do you plan to choose a major, etc.? If you plan to secure a job and/or marry, what courses do you plan to take that will help you in adjusting to your future plans?

- Consideration of personality in terms of the career choice: The purpose behind this category is to cause students to think in terms of matching their personalities with appropriate careers such as:

  - Likes out-of-doors – forester

  - Nervous about meeting people – bookkeeper

  - Gregarious – airline stewardess

- Career and lifestyles: Include in this category an analysis of your value system and how your career will help you obtain the lifestyle which your value system dictates. For example, if you want most of all to be of service to others and your chosen career is the ministry, then you should not have a value system that places high priority on amassing wealth.

- Attitudes that are important in the world-of-work: Participants should examine the attitudes important in the world-of-work and explain the process that caused the awareness of these attitudes. For example: "I was working on Saturday at a grocery store and showed up a half-hour late and was fired." It is not necessary that students will have internalized all of the attitudes enumerated although it should be indicated if this internalization has, in fact, occurred.

- Decision-making process: Give a detailed account of how you arrived at your career decision.

- *Examples of demonstration and/or explanation of some aspect of your career:*

  - carpenter – demonstrating how to use a mitre box;
  - musician – playing a guitar;
  - teacher – demonstrating a desirable characteristic such as patience;
  - plumber – assembling a thermostat;
  - sign painter – lettering a small sign;
  - minister – making a sick call;
  - comedian – telling a joke;
  - clown – administering make-up;
  - truck driver – communicating to others via a C.B. radio.

NOTE: It is permissable to use others to help with demonstration and/or explanation.

•**Conducting a career education fair:**

- ✓ All participants will have display booths.
- ✓ Participating colleges can explain:
  - •• finances available
  - •• scheduling in college
  - •• extra-curricu'ar activities
  - •• different approaches
  - •• dorm life
- ✓ Participating businesses and public service representatives can provide:
  - •• sessions on looking, applying and interviewing for a job;
  - •• sessions on job opportunities in specific area;

Some Concluding Thoughts. . .

- •Involve as many faculty members in the inservice as possible. Any significant change in high school curriculum usually demands at least 50 to 75 percent of the faculty members.
- •Conduct the inservice at the high school, with the high school faculty meeting as an entity to deal with its problems.
- •It is important that the principal of the high school coordinate the inservice activities. Consultants and regional personnel may assist, but the principal should still remain in charge of the inservice.
- •Arrange for some compilation of the activities conducted during the inservice.

SELECT BIBLIOGRAPHY

Select Bibliography

During the past five (5) years numerous materials have been written on career education. This bibliography is indeed select; it contains only a portion of the voluminous material on career education, but it lists several sources and persons from which one may obtain information.

BOOKS

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MANGUM
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Marland, Sidney P., *Career Education: A Proposal for Reform* (New York, New York, 1974). After introducing career education, this source details career education practices in several states.

McClure, Larry and Brian, Carolyn, eds., *Essays on Career Education* (Portland, Oregon, 1973). The writers of this volume include educators, economists, historians, businessmen, etc.

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Career Awareness: Suggestions For Teachers (Lexington, Kentucky, 1973).

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U.S. Office of Education, *Career Education: How To Do It,* (Washington, D.C., 1974). This manual contains creative approaches by local practitioners throughout the United States.

U.S. Office of Education: *A Systematic Approach To Evaluating Career Education Materials At The Local Level* (Washington, D.C., 1974). This guide offers practical approaches to evaluation of career education, but it basically deals with the state level, rather than the local level.

MAGAZINES/JOURNALS

Career World. Published monthly September-May, this magazine is directed toward students. It contains each month a discussion of a cluster or job family.

Journal of Career Education. This journal is published quarterly and includes scholarly paper on career education.

The following magazines/journals are not denoted exclusively to career education, but they occasionally have articles on career educatior

American Education
Education
Education Digest
Elementary School Journal
National Elementary Principal
Personnel and Guidance Journal
Journal of Counseling Psychology
Vocational Guidance Quarterly
National Association of Secondary School Principals Bulletin

MISCELLANEOUS MATERIAL

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U.S. Department of Health, Education, and Welfare, *Taxonomy and Profiles Of Career Education,* Vols. I-IV, (Washington, D.C., 1974). Vol. I contains patterns of career education activities throughout the United States; Vol. II includes profiles of career education from the states Alabama to Iowa, alphabetically; Vol. III has profiles from the states Kansas to New Mexico, alphabetically; and Vol. IV details profiles from the states New York to Wyoming, alphabetically.

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